00133307

NOT TO BE ISSUED
OUT OF THE LIBRARY.

11
50
1

BOMBAY BRANCH
OF THE
Royal Asiatic Society.

Digitized with financial assistance from
Government of Maharashtra
on 24 February, 2020

690

133307

00133307

"Bombay Native Education Society," which was retained till the constitution of the Board of Education in April 1840; when the schools of the Native Education Society were incorporated with the Elphinstone College classes, and all former designations were merged in that of the Elphinstone Native Education Institution. Full information relative to these various changes, and other matters of detail, may be found in the Reports of the proceedings of the Bombay Native Education Society, commencing with that of 1823, and terminating with that of 1839.

VII. The Elphinstone Native Education Institution has, during the past year, (1841) enjoyed the advantage of the Superintendency of Professors Orlebar, Harkness, and Bell: — Professor Harkness having returned to his duty in the month of April.

VIII. In conformity with the suggestion expressed in the Government letter of the 30th April 1840, the payment of a fee of one rupee monthly by those pupils of the English classes, whose circumstances admit of it, has been introduced; and at present, about, one-half (viz. 341) of the pupils attending these classes, pay this fee.

IX. We have at present under consideration a draft of Regulations for the interior management of the schools and classes of the Institution, from the operation of which, we anticipate a more systematic working of the different departments. The existing defects chiefly regard the manner of registration of the pupils, the want of a well defined relation between the Vernacular and English branches, and the absence of any fixed rules, in regard to the degree of acquirement expected from candidates for West and Clare Scholarships, and the situations of Assistant Teachers in the English department.

X. We have been favored by Professors Orlebar, Harkness and Bell, with a report of the present

state of the different classes, as exhibited during a rigid examination conducted in the course of December 1841, with the view of ascertaining the progress made by the pupils, and of awarding the prizes to be distributed at the next annual public examination. From this report we have deduced the following short summary.

XI. In the higher department of the English branch of the Institution, sixty-two pupils have received instruction in Mathematics, General Literature, Natural Philosophy, Chemistry, and Botany; of these sixty-two pupils, ten are Assistant Teachers, formerly designated Elphinstone Scholars, thirteen are West Scholars, eighteen Clare Scholars, three Honorary Scholars, and eighteen unendowed Scholars being the furthest advanced pupils of the School Division.

XII. In Mathematics instruction has been communicated by Professor Orlebar, and Assistant Professor Ball Gungadhur Shastree, and the attention of the 1st class was directed to Optics with reference, more particularly, to the construction and principles of the more useful instruments. The progress made by this class is reported to be satisfactory, but that of the 2d, 3d, and 4th classes, is not so much so.

XIII. In General Literature instruction has been communicated by Professor Harkness and Assistant Professor Ball Shastree.

The first class have been engaged in reading Russell's History of Modern Europe to the end of the 14th century; Shakespeare's Julius Cæsar, and the Merchant of Venice, and Pope's Essay on Man. They have been exercised in English composition, and their attention has been directed to the elements of Moral Philosophy. Little progress has been made in Moral Philosophy; and in the other branches a creditable examination is stated to have been passed. The 2nd

class is reported, not to be very promising, but the progress made by the 3rd was highly satisfactory.

XIV. In Natural Philosophy and Chemistry, instruction has been communicated by Professor Bell. It is stated of the 1st class,—

"The previous studies of the more advanced class having embraced an investigation of the principles of these sciences, the course of instruction, during the present year, has had more particular reference to their practical application in the chemical and mechanical arts."

The progress of the class has been highly satisfactory.

The 2d class have made fair progress in the rudiments of these sciences.

XV. In Botany, Professor Orlebar has instructed, and he observes:—

"The progress which the classes have made in the knowledge of the most general natural families in India, is equally creditable both to Scholars and Teachers"

The Teachers referred to are Merwanjee Dadabhoy and Vedadri-Sadasan.

English School Department.

XVI. Superintended by Professor Bell and in his absence by Assistant Professor Ball Gungadhur Shastree.

There were 98 pupils of the Senior Division of this department, present at the examination.

The books which have been used are McCulloch's Grammar, Series of Lessons and Course of Reading in Science and Literature, History of England in Guzerathee and English, and Clift's and Nicholl's Geography.

The progress made by this division is on the whole satisfactory. It is stated in the Professor's report, —

"The greatest eagerness is shewn by all the classes of this division to acquire a knowledge of the English language, and the

accuracy of the answers returned by the boys to the questions in grammar, history and geography, evinced, that they had not only mastered the sense, but in some instances, that they had also entered deeply into the spirit of what they read. In one particular, however, there is some room for improvement, viz. in the style of reading and pronunciation, which in one or two of the classes, particularly the 3rd Hindoo class, is very slovenly and inaccurate."

XVII. Of the Junior Division there were 419 pupils present at the examination.

Of this division it is reported: —

"The same intelligence is observable in this, as in the senior division, and the same readiness, and accuracy in answering questions on the passage read; but in a much greater number of instances a faulty accent and pronunciation are found to prevail; this is owing in a great measure to the necessity that at present exists, in consequence of the great number of classes, for employing as teachers young men, who in some instances are themselves but imperfectly acquainted with the language."

XVIII. Of Arithmetic, Writing, and Book-keeping, it is stated, —

"The result of the examination is on the whole satisfactory, still greater efficiency, it is confidently hoped, will be introduced into this department by some arrangements now in contemplation."

VERNACULAR SCHOOL DEPARTMENT.

XIX. *Mahrathee.* In the Central School there are 256 pupils; in Capoor Wady, 60; and in Tailor's Lane 50.

Of the Central School it is reported: —

"The boys in the 6th, 7th, and 8th classes, read distinctly, and those in the 8th, answer readily questions in grammar and history. In geography they are not quite so apt; there is a deficiency of books. The common rules of arithmetic have been taught, and algebra as far as simple multiplication."

Of Capoor Wady School, —

"The 6th and 7th classes are equal to the corresponding classes in the Central School, but the 8th is decidedly inferior: only a few of the boys have books. In arithmetic the 8th class has advanced as far as vulgar fractions."

Of Tailor's Lane School, —

" The 6th, 7th, and 8th classes, all read too quickly. In the 8th the, bovs answer with great readiness questions in grammar. In geography and history they are not equal to the corresponding class in the Central School; only one book in a class. Arithmetic they have been taught to vulgar fractions."

XX. *Guzerathee.* In the Central School there are 170 pupils; in Paidhonee 60 and in the Fort school 85.

Of the Central School it is reported, —

" The progress made by the boys in the upper classes of this school corresponds in almost every particular with that made by the boys in the same classes in the Central Mahrathee School. —. There is also the same deficiency of books in the 8th class, and the same falling off in geography."

In Paidhonee School, —

" The 8th class is inferior in some respects to that in the Central School. In the third division, only one of the boys has a book. The 6th and 7th classes read very distinctly and well."

Of the Fort School, —

" The boys are sharp and seem to be well taught by their present master. The numbers, however, are rapidly increasing, and even now the accommodation is scarcely sufficient."

XXI. *Hindostanee.* The number of pupils attending the Hindostanee school in New Cazee Street is 44.

It is reported of this school:—

" The boys in the upper class of this school are equal in general information to those in the other vernacular schools, but they have not advanced so far in arithmetic; most of the boys are provided with books. The school is kept clean and the pupils in good order."

XXII. This school owed its origin to the exertions of our Colleague, Mahomed Ibrahim Mukba, Esq., whose unceasing and unassuming efforts for the advancement of the education of his countrymen, are already well known to your Hon'ble Board. We would, however, take this opportunity of recording an additional instance, which has been incidentally brought

to our knowledge. One great drawback to the spread of general education amongst the poorer classes of the Mahomedan population, is caused by the necessity which exists of devoting the early school years of their children, to the acquirement of ritual forms. With the view of creating a taste for reading, in the children who frequent these elementary indigenous schools, and a consequent desire to resort to the Institution's school for the higher branches of knowledge, Mahomed Ibrahim Mukba has prepared and published five little works, in a great measure, at his own expense, and is engaged in circulating three thousand copies of each, to the indigenous Mahomedan schools throughout the Presidency.

XXIII. In regard to the defects which have been pointed out, and the suggestions which have been offered by the Professors in their report, we shall not fail to accord to them our best attention, and make them the subject of more special notice in our next report.

XXIV. In Appendix [A] will be found returns of the Assistant Teachers of the English Department, the West and Clare scholars, the Masters of the Vernacular schools, and the number and castes of the pupils.

2.

GOVERNMENT ENGLISH SCHOOLS.

XXV. In reporting on this branch of our subject, we propose to consider; 1st, Those Government English Schools which at present exist; 2nd, Certain suggestions which have been offered, and opinions which have been expressed, relative to the extension of English education in this Presidency; 3rd, The arrangements which have been entered into for the establishment of an English School at Surat; and 4th, The Regulations which we have framed for the pros-

pective management of the Government English Schools.

XXVI. There are at present three English schools supported by Government, vizt. at Poona, Tannah, and Panwell.

Poona English School.*

XXVII. This school was established in January 1833, under the immediate instructions of Government, with the view of communicating to the Natives, a knowledge of the English language, and to those who had made some progress, the elements of History, Geography, Astronomy, and Experimental Philosophy.

XXVIII. Mr. Eisdale was nominated the Head Master of the school, and a Committee "to visit the Institution occasionally and periodically, and hold a yearly examination, and report to Government" was appointed, consisting of the following Gentlemen: The Major General Commanding the Division; the Officer Commanding the Brigade; the Judicial Visiting Commissioner; the Revenue Commissioner; the Judge and Agent for Sirdars; the Joint Judge and Deputy Agent for Sirdars; the Collector; the Chaplains of Poona, and Kirkee; and five Native Gentlemen.

XXIX. Notwithstanding occasional discouraging circumstances, this school has been conducted with zeal and assiduity, and the following extracts from a report submitted to us by Mr. Eisdale in May 1840, will exhibit the range of study, and the extent of progress made by the pupils at that date; and we learn from a subsequent report brought up to May 1841, that this statement may be held to faithfully represent the present condition of the school.

* A statement of the expenses of this school will be found in Appendix G.

" The school is divided into six reading classes, and a junior class which is subdivided according to its number. The Head Master teaches the two higher classes, and exercises general superintendence, and the Assistant Teacher has charge of the third class and exercises a supervision over the junior classes, which are taught by the paid scholars, some of whom also superintend the writing. The following table contains the present numbers of the classes."

No. in the 1st or highest Class.	in 2d	in 3d	in 4th	in 5th	in 6th	in 7th	Total
14	19	18	14	17	14	23	119

5. *Subject of study.* 1st *Books.* " Shortly after the foundation of the school, Government was pleased to provide it with a supply of the school books published by the Calcutta School Book Society. — The supply of the more elementary of these, as might be expected, is nearly exhausted, but the more advanced works are preserved with care and used by the higher classes. These are, the Calcutta Prose English Readers, Nos. 3, 4, 5, and 6; the Calcutta Poetical English Readers, Nos. 1, 2, 3, and 4. The Epitome of Ancient History, Wilson's Outlines of History, and the Digdarshun.

" It is one of the rules of the school that the pupils should provide their own books, but two circumstances stand in the way of a very decided enforcement of such a regulation; one, the plan adopted in all the other Government schools in this quarter, that the books should be provided at the public expense, and preserved for the use of the school; and the other, the prevailing poverty, which interposes an insuperable barrier to the purchase of expensive works. The rule, however, is insisted on in all the junior classes.

" To aid in supplying the want of cheap elementary school books, the following works have been printed by me during the past year, more particularly, for the use of my own pupils.

Geography and History of Maharashtra, at 4 annas.
Principles of Geography with a Maratha, Vocabulary, 3rd. Ed. at 3 annas.
School Dialogues, Maratha and English, Part First, at 4 annas.
Outlines of Grammar, at 3 annas.

" Some of them however, I am happy to say, have met with the patronage of the Bombay Native Education Society, and are used in several of the English schools in this Presidency. The first has been translated into Marathi by one of the advanced pu-

pils of the school, and this translation is now in the press at the Sanskrit college, with the view of being introduced as a school book into the Government Maratha schools.

" I have been accustomed to procure occasional supplies of useful publications from England, which have been sometimes sold to the pupils, and sometimes purchased by Government for the use of the school. The following are the principal of these,—

Catechism of Political Economy.
Do. of Chemistry.
Reid's Outlines of Chemistry.
Euclid's Elements.
} Purchased by Government for the use of the school.
Chamber's Three Elements of Composition.
Do. Elementary Class Books.

Such with occasional supplies of the books in the Depository of the Bombay Native Education Society, constitute the course of reading pursued to a greater or less extent, by the pupils of the school."

2. " *Writing.* One hour in the afternoon is devoted to writing in the junior classes.

3. "*Arithmetic and Mathematics.* All the classes, except the lowest, are practised in mental arithmetic, the 1st and 2d classes study Arithmetic and Algebra on Monday and Tuesday afternoon. The number of algebraists is twenty, most of them advanced as far as quadratic equations, and two have made considerable progress in the higher branches of mathematics. The number studying Geometry is twenty-three, belonging to the 1st, 2d, and 3d, classes, in various stages of progress, some having gone through six books of Euclid, others being but beginners; six are either perfect or are perfecting themselves in Trigonometry. About an hour and a half is devoted daily to the geometrical branch of mathematics.

4. " *Present studies of the classes.* 1*st Class.* Three mornings every week are occupied by the first in the study of the Catechism of Political Economy above referred to, and in examinations on History, generally carried on by themselves, founded upon a manuscript collection of historical questions attached to a Poetical Chronology, which they have committed to memory. In the catechism, they have prepared themselves for examination on the first six chapters. The other three mornings of the week are devoted to the study of the outlines of Chemistry, a book mentioned in the previous part of this report. Some of them had partially studied this work before, but a considerable change having taken place in the composition of this class, after the last examination, the study was recommenced *ab initio* by the whole. The munificent donation of a set of chemical apparatus, which the late lamented Sir Robert Grant was pleased to present to the school, puts it into their power to obtain a practical acquaintance with the

elementary principles of that science, and a private set of Philosophical apparatus, which I have in my possession, has enabled me to illustrate to them the elementary principles of Natural Philosophy also. They have read, since last October, portions of the Poetical English Reader, No. 4, and are now engaged with Lord Brougham's dissertation in the Prose Reader, No. 6. They produce a letter as an exercise in composition every Monday, and I have been striving for same time past to train them to express their thoughts in English, by leading them in the way of interrogation to produce and classify ideas upon some given subject, as the elements of an essay to be committed to writing at home. It has been already mentioned that Monday and Tuesday afternoons are devoted to Arithmetic and Algebra, Wednesday and Thursday afternoons are devoted to the translation of Marathi into English, and Friday to writing and some miscellaneous work.

" 2*d Class.* The second class are reading and translating the Calcutta Ancient History, committing to memory the Geography and History of Maharashtra, and the Poetical Chronology with questions in History and Geography. In the morning, and in the evening their studies are the same as those of the first class.

" 3*d Class.* The third class under Mr. Fernandez are now reading Blair's Reading Exercises, and are studying Grammar, the Principles of Geography and History of Maharashtra, and Wilson's Idiomatical Exercises. He also hears the lessons of the beginners in Geometry."

" 4*th Class* are reading Calcutta English Reader No. 3, and learning the Principles of Geography, Grammar, the School Dialogues, and Vocabulary of Terms.

" 5*th Class*, are reading the sequel to Murray's Spelling Book, and learning the Outlines of Grammar and the School Dialogues."

" 6*th Class*, are reading at present the sequel to Murray's spelling book.

" 7*th Class*, use at present the Calcutta Spelling Book 4. I beg to state that the principles of tuition laid down in Wood's account of the Edinburgh Sessional School, are those which as far as circumstances admit, I have endeavoured to carry into effect in the practical details of the school under my management.

5. " The school hours are from 6½ to 9½ in the morning, and from 3½ to 5½ in the afternoon : in all 5 hours a day. The assistant and the lower part of the school dismiss at 9 o'clock. As the paid scholars, however, are employed so much in teaching, it becomes necessary for me generally to extend their hours of instruction beyond the limits of the usual school hours. The middle of the day, a time much more convenient, and much more suitable for work, was at one time in contemplation to be adopted for the school, but the the change was considered unadvisable by the native members of the Committee of Examination.

6. "At the time of the foundation of the school, a small collection of works, chiefly of a scientific nature, was handed over to this seminary from the Engineer Institution. These may serve as the foundation of a Library, but as yet no additions of any importance have been made to their number by Government. The senior pupils, however, have had the use of a considerable private collection of books suited to their capacities.

7. "May I be permitted, in closing this report, to refer to a point affecting the interests of the school, to which I respectfully solicit the attention of the Board. It appears to me that the English school, inas much as it is disconnected with the Educational establishments in this quarter, and especially with the Maratha schools, suffers considerable detriment by this isolated position, in which it stands. Need I remind the Board of the advantages which the English Institution of the Native Education Society derives from standing forth in connection with the Maratha schools as a higher department to which access is obtained by passing an examination in the vernacular branches of instruction. I have no doubt but that a similar connection here would tend to increase the usefulness of the English school by enlarging the number of its pupils, and rendering their preliminary attainments of a superior order.

Tannah English School. *

XXX. This school, established in 1823, was much improved in 1837 on the recommendation of the Rev. W. K. Fletcher, the visiting Chaplain of the station, and we are indebted to the following extract from that Gentleman's letter of the 10th September, 1840, to Government, for the only detailed information which we at present possess relative to this school.

On the 20th July, the day on which I visited the school, I found that 77, names were borne on the master's roll, but owing chiefly to sickness, only 47 were present. I have, however, on several former occasions, seen 70 boys, and upwards, present in the school room, and on no occasion, since the appointment of Mr. J. Murray, have I seen the number in school, so low as at the date of my visit. His appointment was succeeded by a rapid addition to the number of scholars, which although it has occasionally fluctuated, has never permanently diminished.

4. "The system of instruction since 1837, has been that, of

* A statement of the expenses of this school will be found in Appendix G.

the National Society, modified within the last twelve months, by the improvements of the "Circular system" with a view to the attainment and introduction of which, Mr. Murray was for a short period a pupil in the Central School Byculla.

5. "The school I found divided into six classes, every one of which I examined in all the subjects on which they receive instruction. I observed in all, much quickness and attention, and in the upper classes more intelligence than I had anticipated.

6. "In arithmetic, a subject of prime importance, there was, I am sorry to say, far less progress, than might reasonably have been expected, and this remark applies to every class, not one boy even in the highest class (which professed to be acquainted with the Rule of Three Inverse,) being able to resolve a common question in Reduction.

7. "The three first classes are taught the outlines of Geography, but I was unable to ascertain that the most ordinary knowledge had been correctly learned by any of the scholars.

8. "English grammar is taught to the four first classes, but with the exception of the first, none of them have attained to an intelligent or useful acquaintance with any part of grammar.

9. "The classification of the school is correctly made with reference to the subjects taught in each class, and perhaps also generally to the progress of the scholars, but the most obvious and best defined distinction was the degree of correct reading and pronunciation of English. There was one exception to this, the 2d class read in all respects better than the 1st.

10. "Five classes learn to write English, in which art all have made further progress than might have been expected. They are taught one hour a day, and from the state of their copy books, I conclude that little or no attention is paid to them. They do not write from copper plate copies, but from any printed book, that the scholar may possess. This in some respects is far from a bad practice, as it is calculated to familiarize the writer with the correct mode of spelling and writing the language; but to ensure this, more diligence is required from the master than is at present given to this exercise. The consequence is, that all the boys spell inaccurately. This blame does not attach to Mr. J. Murray but to the native writing master.

11. "For the results of the school, little can be said beyond the fact that two boys have removed to the Native Education Society's Central School, and are creditably reported of, and that several young men who received their English education in the Tannah School, are now filling respectable situations in the public service.

13. "I would venture to suggest for the consideration of the Honorable the Governor in Council, whether the objects of an English school in Tannah would not be better attained by the appointment of one well qualified master, at a salary of Rupees one

hundred and twenty five 125 monthly; such a master ought far more efficiently to instruct 200 boys, than the three who are now employed can teach 70 Stationary ought to be supplied by the pupils themselves. It is, however, necessary to observe that much of the good that might arise from the adoption of the foregoing suggestion will be neutralized, unless a more commodious and larger school room than the present can be occupied."

XXXI. The observations made relative to the insufficiency of the school-house have received due attention, and more commodious and suitable accommodation has been provided. Professor Orlebar, one of the visiting Superintendents, has been requested to examine and report on the state of progress of this school, and after the consideration of his report, we shall probably see occasion to offer some recommendation with a view to its improvement.

Panwell English School.

XXXII. Was established in 1821. Pending the receipt of Professor Orlebar's report upon this school, to which his attention has also been particularly directed during his present tour of inspection, we can only state generally that we have every reason to believe it to be in a very unsatisfactory state.

XXXIII. We come now to the consideration of those views which have been entertained regarding the extension of English Education in this Presidency.

XXXIV. The Right Honorable the Governor General remarks in the 38th paragraph of a Minute dated 24th November, 1839.

"The Bombay Government I would particularly request to consider the measures which I have contemplated for raising and adapting to native wants the instruction conveyed in the most advanced of our English Colleges. I would ask also for a distinct and detailed report on the condition of its Mofussil vernacular schools; the precise nature and range of the education given in them, whether at Sudder stations or in the interior towns and villages; the manner in which the teachers of either class of schools, are selected and remunerated; whether (as has been before alluded to) by superintending and rewarding the teachers of the vil-

lage schools; who have not been trained in any of our own seminaries, sensible good has been effected, whether where there is no regular European superintendence, these interior schools are kept in a state of real efficiency; whether inducements in the grant of scholarships are, and if they are not, whether they may not well be, held out to the best scholars of the Zillah schools to prosecute their studies further, and to acquire an improving knowledge of European literature; what are the general inducements which bring pupils to the schools, and whether good conduct in them ordinarily leads, as appears to have been approved by the Honorable Court, to employment in the public service. It may be explained that under this Government there has been care taken to withhold any thing like a monopoly of the public service from the scholars of its Institutions, — general tests open to all candidates, and selection by local Officers with regard to known character, as well as proficiency in learning, being considered the proper ground for nomination to public office. If the lads from the schools are drafted largely into official situations, opinions from the European Officers under whom they have served, as to the degree of superior fitness exhibited by them, would be of value. It is probable that Captain Candy, the Superintendent of the Schools in the Deccan and of the Sanscrit College, could condense the materials for such a report and submit it with his own comments without much delay He will especially say whether the general standard of acquirement in the vernacular schools, is as forward as he could desire, and whether he would recommend the establishment of English schools, with due arrangement of merit Scholarships, in a few of the interior districts. He will explain also what is his system in regard to the Sanscrit College at Poona, what improvements through the introduction of European knowledge have been attempted, and with what success, and what is the extent and promise of the English classes."

XXXV. The reports at different times communicated by Captain Candy, supplied much of the information required in the above paragraph, and in regard to the remaining topics, Captain Candy was specially addressed by Government, and from his reply of the 27th May 1840, we quote the following extracts.

"With respect to the first and fourth questions, viz. the expediency of holding out inducements to the best scholars of the Vernacular Schools to study English, and of furnishing them with the means of study by the establishment of English schools, I beg to say, that I think the measure exceedingly desirable. The National Education of India cannot be said to be on a suitable basis, till there is a Vernacular school in every village and an English

School in every Zilla. After these shall have been in operation a few years, I doubt not there will be added to them a College for every Province.

53. " There is a great desire on the part of Native young men to study English. I would not at all intimate that this desire springs from a love of knowledge for its own sake. Its source is doubtless the conviction which is daily increasing in the Native mind, that, ere long, a knowledge of English will be the chief, if not the sole road, to situations of honor and emolument.

54. " It is the part of wisdom, I conceive, to take advantage of this state of the Native mind and to encourage that study, which is in every point of view so desirable. Of the many who will begin the acquisition of English with no other object than of securing a livelihood, not a few we may hope will be so captivated with the charms of science as to need no other motive but love to pursue the delightful study. We may look forward, I think, to this class for some invaluable instruments in the national enlightenment of India. These will be the persons to render accessible to their countrymen, through translations, the rich stores that are contained in the English language. No foreigner, however well versed he be may in native languages, can do this work so well as these will do it; for there are niceties in every language which can be fully mastered only by those of whom it is the mother tongue.

55. " I think then that there should be established at once an English School in every Collectorate of the Deccan and Concan. There is a superior Government English School already at Poona under Mr. Eisdale, which contains upwards of 100 scholars. To make it the only English School for the Poona Collectorate, would be to make the school inconveniently large. It would be preferable, I think, to establish another school, and perhaps it should be in some other town of the Collectorate. The large and populous town of Joonur would be I think a suitable place.

56. " For the Solapoor Collectorate there should be a school in the town of Solapoor.

57. " The school for the Ahmednuggur Collectorate might be either in the city of Ahmednuggur or Nassick.

58. " The school for the Southern Concan should be at Rutnagherry. There is a great desire for an English School there: numbers of the native youths have been studying English there, first under a Pensioner, and now under a Madras writer. I have no doubt that with a good teacher, there would be a flourishing school in this town.

59. " The Northern Concan has already two English Schools, one at Tannah, and the other at Panwell. The one at Tannah should continue there for the sake of the children of pensioners and Indo-Britons, but I think the school at Panwell, which is in a very languishing state, might be advantageously removed. I would point out Kelwa Mahim as a suitable place, as there is a great de-

sire there for the study. Mr. Davidson the Assistant Collector in charge of the district, informed me some time back, that a benevolent native Gentleman at Mahim, Rowjee Appajee, son of the late Dufterdar, was maintaining an English teacher at his own cost. By co-operating with him, the Board might give a permanency to his school which it otherwise cannot have. The residents at Panwell seem to be too much engaged in traffic to think of study, whether in the vernacular or the English language.

60. " To render the proposed English Schools really efficient, especial care should be taken in the appointment of teachers. It would be advantageous to have a qualified European teacher appointed to each Zilla English School, but this probably would be impracticable. Perhaps some native young men may be found, alumni of the Elphinstone College or of the Native Education Society's English School, who have acquired a sufficient knowledge of the genius and construction of the English language, to qualify them to be teachers of it. But if natives be appointed teachers, there should be at least an European Superintendent to the circle of English Schools. He should visit the schools in rotation, staying sufficiently long at each, to be able to form a correct judgment of the master and his mode of teaching, so that he may confirm that which is right and rectify that which is wrong. If masters be appointed who have no higher qualification than that of being good penmen, and of being able to put together a few sentences of which the words are English, but the construction native, the acquirements of the scholars cannot be expected to be of a higher kind.

61. " I would strongly recommend that it should be established as a rule, that no scholar be admitted into a Zilla English School, who has not acquired a grammatical knowledge of his native tongue. The benefit of this will be two-fold. It will secure to the English Schools a class of scholars whose minds have been trained and exercised, and who will therefore enter on their new study under favorable circumstances. It will have a most beneficial reflex influence on the vernacular schools, as it will stimulate all to acquire that knowledge which will qualify them for admission into the English School.

62. " As it is not proposed to have at present more than one English School in a Zilla, a very serious difficulty presents itself with reference to its connection with the vernacular schools in other towns. It is the desire of Government to induce the best scholars of the vernacular schools to acquire an improving knowledge of European literature. To do this, they must of course repair to the Zilla town in which the English School is located. But, when there, how are they to be supported ? By far the greater number of them will be unable to support themselves from their own resources, so that unless the inducement which the Govern-

ment proposes to hold out to them, be that of a maintenance while studying English, their poverty will preclude them from the study.

63. " I would suggest therefore, that in every Zilla School, there should be two classes of scholars. The first comprising all who are able to support themselves, whether belonging to the town in which the school is situated, or to any other town of the Zilla. The second should be a class of Government scholars, i. e. scholars who have highly distinguished themselves in the vernacular schools, and are admitted with a certificate into the English School. For these I would suggest that Government should grant a monthly allowance of four rupees. As there will be some scholars in the vernacular schools whose merit will entitle them to admission into the English School as Government scholars, but who are yet able to support themselves there, I would propose, that they should bear the name of Government scholars, but that instead of the allowance they should have a medal as a badge of honor. They might have the distinctive appellation of medallists. The Government scholars might be employed as monitors and thus render a return for their allowance. The foundation of this class of Government scholars in Zilla English Schools is the inducement which, I would respectfully suggest, should be held out to deserving scholars to study English literature.

64. " On the second point, or the general inducements that bring pupils to the schools, I beg to observe, that with respect to the children of Brahmuns, the motive of the parents in sending them to school is probably a compound one. It is a disgrace for a Brahmun to be unable to read and write, so that a regard for the credit of their order is a strong inducement to acquire at least the rudiments of learning. With this is combined the desire to qualify themselves to earn a livelihood. I have observed considerable jealousy on the part of Brahmuns of the acquisition of literature by other castes, especially by Shoodrus. It has sometimes been openly expressed by the question to me, ' What have they to do with letters ? Let them learn their own work ; literature is our department.'

65. " Of Wanees, Simpees and other classes of trades-people, the motive is probably the simple one of qualifying themselves to keep their account books. The number of the cultivating class or Koonbees that attend school, is comparatively small. The increase of the number has been an object to which I have paid special attention, but my success has not been great. The hindrances are two-fold, a want of an apprehension of the benefit of learning, and a real need to the parents of the services of the children in keeping fields, tending cattle and such like labours. When urged to send their children to school they often reply, ' Of what use is learning to us ? Our work is ploughing and sowing.' — And when the advantage is shewn to them, viz. that the ability to read and write would secure them from fraud and

imposition by Karkoons and others, they rejoin that 'they cannot spare their children.' This point must be left a good deal to the gradual perception, by the people, of the benefit of learning. *Education can be fostered but not forced.*

66. " If it be asked what are the inducements that bring the pupils to the Government schools rather than to private schools, I reply, that it is because the instruction is gratuitous or at least costs only an anna monthly, and also because it is clearly seen, that the Government schoolmasters are more able teachers than those who keep private schools.

67. " On the third point, or 'whether good conduct in the schools ordinarily leads to employment in the public offices, and if so, what are the opinions of the European Officers under whom the scholars have served?' I would observe that as far as my experience goes, it cannot be said that as a general course, superior attainments and good conduct in school lead to situations in offices. Those scholars who have become Karkoons have generally been those who have connections in office. These in many cases left school before they had at all distinguished themselves, in fact, as soon as they could read and write at all tolerably, in order to perform Oomedwaree in the office, on the roll of which they hoped to be afterwards registered. In these offices, where a certainp eriod of Oomedwaree is a general pre-requisite to regular employment, there is but little opening for the admission of scholars on the ground of merit.

68. " I pointed out in my last annual Report, that if the schools were furnished with copies of the translated Regulations of Government, it would be very beneficial to them and would facilitate the admission of meritorious scholars into public offices. I beg to draw the attention of the Board to this point. My annual Report will be accompanied by a list of those scholars whom I deem worthy of being recommended to the favorable consideration of the Heads of Departments.

69. " There are but few instances within my knowledge of merit having led to employment. Mr. Goldsmid the Superintendent of the Revenue Survey at Nassik, a kind friend and supporter of the schools, has received on my recommendation two or three scholars. But, as this was during my late tour, I have not yet heard how they have conducted themselves, excepting two who left very soon.

70. " Another instance is that of Ittoo Sinda, who was for some time senior boy in the Rutnagherry school, to whom on my certificate of his good conduct and attainments, Mr. Lumsden, the Acting Senior Assistant Judge there, gave an appointment. This young man I am happy to say continues to give satisfaction. I have just received from him a letter enclosing a copy of a testimonial from Mr. Lumsden on his quitting the station. Mr. Lumsden says, " Etoo Scinda was long the head of the Government school. I ap-

pointed him Karcoon on the late augmentation, and he has behaved very well since. He is a young lad of a good disposition, and if looked after will make the cleverest Karkoon on this establishment with the exception of Esnoo Purshuram. He wants the latter's experience and consequently his quick perception of the strong points in a case. But if any attention be paid to this young lad, he will fully equal him in all respects, and certainly surpass any other lad in the office.' The scholar thus favorably mentioned has begun the study of English, and when I was last at Rutnagherry, brought his book and writing to shew what progress he had made. This lad is not of a high caste.

71. " There are probably a few Karkoons in the public offices, who were admitted on account of merit as scholars by the different Collectors and Judges, who had the supervision of the schools previous to my appointment; but they have not come to my knowledge.

72 " Were the Heads of Departments to give annually two or three situations of the junior grade to the scholars most distinguished for attainments and good conduct, the influence on the schools would be great.

73. " Having thus presented a view of the present state of the schools at the sudder and subordinate stations of the Deccan and Concan, and submitted hints for their improvement, I beg to conclude this Report."

XXXVI. Though, as will be subsequently observed, some of the recommendations made by Captain Candy have been adopted, we have, in recording his opinions, been chiefly influenced by a desire to give due prominence in our Report, to the sentiments of a Gentleman for whose practical experience and sound judgment on these subjects, we entertain much respect.

XXXVII. We are indeed unwilling to enter upon speculations which chiefly bear upon arrangements prospective, and probably remote, and which it can serve no present practical end to discuss. We are satisfied with the conviction that our efforts in the cause of National Education are rightly directed, and that our *first* endeavours ought to be limited, to steadily maintaining a spirit of vigour and systematic working in our present Institutions, and to taking advantage of those favorable opportunities of elevating their character, and adding to their number, which, under judi-

cious management, may be expected from time to time to occur. Further than this, we believe, that the assistance of Government will be of no avail, and that it is in vain to expect to extract from the forced efforts of a few years those results, which, it is to be feared, are of very slow growth.

XXXVIII. The Report by Captain Candy, from which these extracts have been taken, was transmitted to the Government of India in December 1840, and at the same time, an application from several Native Gentlemen soliciting the establishment of an English School at Surat, was submitted.

XXXIX. The Government of India, in reply to these communications, observe under date 16th December 1840.

"His Lordship in Council will be prepared to sanction the foundation of an efficient English School in Guzerat, either at Surat or at Ahmedabad, in conformity to the Petition of the Parsee Gentlemen referred to in the concluding paragraph of your letter, and of a similar Provincial English School in the Southern Mahratta Country, or Candeish, or such other province as may seem best to his Honor in Council, when adequate opportunities may offer for giving effect to these measures."

XL. Consequent on this sanction, the arrangements for the establishment of the school at Surat were referred to us. With the object of ensuring an efficient commencement of the school, it was our desire to procure if practicable the services of an experienced European Teacher.

XLI. Our endeavours in this respect proving unsuccesful, Dadoba Pandúrung, an Assistant Teacher in in the E. N. E. Institution, was at our recommendation, as a temporary arrangement, nominated, on a salary of Rupees 150 monthly, Assistant Master in charge of the Surat school.

XLII. Arrangements have been made for opening this school in the beginning of January 1842, and we

shall be guided by our experience of the working of these arrangements, in regard to our future recommendations.

XLIII. With the view of introducing uniformity in the operations of the English Schools we have prepared, printed, and circulated a series of Regulations, a copy of which will be found in Appendix (B), and have directed them to be brought into operation from the 1st January 1842.

XLIV. In addition to a systematic manner of registering the pupils, and of submitting periodical statements of the condition of the schools for our information, we have limited our innovations, to the following points.

1st. Every candidate before admission must give evidence of his possessing a competent knowledge of his vernacular language. This rule has been introduced in consequence of its success in the E. N. E. Institution, and it has further been generally advocated, from the expectation that it will operate favorably both on the English and the vernacular Schools.

2d. The exaction of the payment of a fee of eight annas monthly from those scholars whose circumstances will easily admit of its payment, is a measure from the cautious introduction of which we anticipate beneficial effects. For, in addition to the usual arguments on which it is advocated, it will in the present instances give value to a position in the list of those whom we have designated " Government Pupils ; "—a value not otherwise attainable, unless by the payment of a stipend, a measure which we by no means approve. This arrangement will further meet that expectation expressed by the Honorable Court of Directors in the 28th paragraph of their letter (No. 18) dated June 23d, 1841.

" The connection of the English School with the Mahratta schools, will probably be beneficial to both, especially if admission

to the former be made, as you apparently intend it should be, the reward of successful study in the latter."

3d. We have provided for the regular examination of the English Schools. This duty is to be performed and reported upon by the Superintendent of that division of the vernacular schools, in which the English School is located.

3

POONA SANSKRIT COLLEGE.

XLV. The Poona Sanskrit College was established in the year 1821, by Mr. Chaplin, the Commissioner of the Deccan; it was remodelled in 1834; and in 1837, Captain Candy was appointed its Superintendent.

XLVI. We feel assured, that we cannot more appropriately narrate the leading features of the past history and the present state of this Institution, than by quoting at length from the Report submitted to us by Captain Candy, in June 1840, shortly after the constitution of the Board.

XLVII. After recording the date of the establishment of the College, Captain Candy in the 4th paragraph of his Report thus continues; —

"The objects aimed at in its establishment were stated by Mr. Chaplin to be 'the encouragement and improvement of the useful parts of Hindoo learning, and also to introduce, as far as possible, the means of communicating to our new subjects such branches of European knowledge as they may be able and willing to receive.' Another object was 'to preserve the attachment of learned Bramins who had suffered severely by the change of Government, and who had considerable influence over the feelings and conduct of the people at large.'

5. "The Commissioner states that 'in order to ensure as far as possible, the popularity of the establishment with the Hindoo community, he had proposed the appointment of teachers in almost all their branches of learning, although many of them were perhaps worse than useless' He adds 'that he had not yet taken any

measures towards the actual introduction of any branches of European science; but he had endeavoured to direct the attention of the College principally to such part of their own Shasturs as are not only more useful in themselves, but will best prepare their minds for the gradual reception of more valuable instructions at a future time.'

6. " The establishment founded by Mr. Chaplin under the sanction of Government consisted of

1 Professor of Nyayu or Logical Philosophy.
1 Ditto of Dhurm Shastur or Law.
1 Ditto of Wyakurn or Grammar.
1 Ditto of Jyotish or Astronomy.
1 Ditto of Uiunkar or Rhetoric and Ornamental Literature.
1 Ditto of Wuedyu or Medicine.
1 Ditto of Vedant.
2 Ditto of Yujoor Wed.
1 Ditto of Rig Wed.

with eight Assistant Teachers and 100 students on the foundation. Raghuacharyu a Pundit of reputation and influence, was made Principal; he was also Professor of Nyayu.

7. " The superintendence of the College was vested first in the Commissioner, and at the expiration of the Commission, in the Collector; but as both these Functionaries had extensive duties to attend to, their superintendence of the College could have been little more than nominal. The natural consequence was that the management of the Institution, was conducted by the principal Shastrees, and was lax and negligent.

8. " With reference to this unfavorable state of the College, in 1834, Government conjoined the Revenue and Judicial Commissioners, and the Agent for Sirdars with the Collector in the supervision of the College.

9. " This Committee of supervision took a very unfavorable view of the Institution, and recommended its abolition, on the ground that the advantage was not commensurate with the expense of it.

10. " Government in reply agreed with the Committee that the Institution had failed of its object, that it had fulfilled no purpose but that of perpetuating prejudices, and false systems of opinion; and that unless it could be reformed it had better be abolished. In a subsequent communication, Government intimated to the Committee its resolution to maintain the College on a reformed plan, and under special superintendence. One main ground of retaining the Institution was the importance of the preservation and cultivation of the Sanscrit language with reference to the improvement through it of the vernacular languages that are derivatives from it.

11. " It was argued that Sanscrit is as essential to students in India, as Latin is to students in Europe. It is the language of the

laws and literature, as well as of the religion of this country. And as English, it is allowed, is necessary in the present circumstances of this country, to furnish ideas to the Native mind, so is Sanscrit equally necessary to ensure the right expression of those ideas in the vernacular tongues. By the abolition therefore of the study of Sanscrit literature, would be lost a powerful aid in the diffusion of true science.

12. " Upon these considerations Government directed the following branches to be retained, viz. : — Dhurm Shastru or Law ; Wyakurn or Graminar ; Jyotish or Astronomy ; and Ulunkar or Ornamental Literature. To these was afterwards added the branch of Nyayu or Logic, on the ground that without it, there would be no system of Dialectics in the studies of the College. At the same time (February 1837) I was appointed to superintend the College, with directions to effect the proposed modifications in a gradual manner, and with every attention to the feelings of the parties concerned. — Government sanctioned the entertainment of a Pundit to assist me in the arduous task assigned me. I entered on my office with every desire to follow the conciliatory course pointed out by Government, but they who had so long enjoyed their own way, would not come under efficient superintendence without a struggle. Opposition was made to me on most frivolous grounds ; but the firmness of Government in dismissing three of the most refractory teachers, conjoined with its clemency in allowing them some provision, effectually checked this evil spirit, and gained the good will of all. Since then there has been quite a good understanding between myself and the whole body of Professors and pupils. They have ready access to me and can at any time mention any grievance, or point out any want The Professors that were dismissed, came subsequently to me and acknowledged that they had done wrong, and they now frequently visit me.

13. " In the monsoon of 1837, the Right Honorable the Governor (Sir Robert Grant) resided at Dapooree, when I had the pleasure of much personal communication with him respecting the improvement of the College. It was a subject which he had at heart, and to which he gave much attention.

14. " He re-established the medical branch, which had been abrogated, and directed that the students should combine the study of the European medical works that had been translated into Murathee by Dr. McLennan with the study of the useful portion of their own Sanscrit medical treatises. Two Pundits who had both been with Dr. McLennan, were appointed Professor and Assistant Professor, of this branch.

15. " He added a third teacher to the branch of Ulunkar and Kavyu, as this is a branch of which all must acquire a certain knowledge before they can properly enter on any other branches.

16. " He increased the pay of the Assistant Professors from 20 to 30 Rs. thereby increasing the efficiency of that body by

raising their respectability and making their situation an object of greater desire and competition to learned men.

17. " But the most useful measure which that warm friend of Native improvement sanctioned, was the appointment to the College of a teacher of the vernacular language. Hitherto it had been too much the case that those who had been educated in the College left it with a contempt for their mother tongue, and without the ability to write even a common letter in it with propriety. Of course they were not qualified to enter any Department of the public service, except that such of them as had studied the Dhurm Shastru might be qualified to become Shastrees of Law Courts. But now the students are instructed in the vernacular language in all the branches of study that are taught in the Government Murathee schools. The good effect of this, it may be hoped, will be great and permanent.

18. " Hitherto classical learning and a knowledge of the common business of life, have been thought incompatible; at least they have seldom been combined in the same person; Karcoons make no pretensions to learning, and Pundits are useless as men of business. But now we may look forward to many leaving the College whose learning will entitle them to respect among literati, and whose attainments in the ordinary branches of education, will fit them to discharge with credit the duties of any situation which they may obtain.

19. " Previous to the appointment of the Murathee teacher, I had solicited and obtained the sanction of Government to the admission into the College, as a reward, of such scholars as most distinguish themselves in the Government Murathee schools. Several such have been admitted, and it is a reward much prized.

20. " In the course of the year 1838 the remaining students of the branches that Government designed should be discontinued, completed their studies and left the College. The teachers were pensioned on a portion of their pay, and the remaining portion was at my recommendation appropriated by Government to the working of a Lithographic Press, at which books for the College and the schools might be printed without any extra expense to Government, beyond the cost of the paper and the binding.

21. " Towards the close of the year 1838 Raghuacharyu the Principal died and Vishnoo Shastree Baput was appointed to act as Principal but without the duty of Professor. He however was guilty of malpractices which caused his dismissal, and Moreshwur Shastree Sate, the Senior Professor of Ulunkar, and the most learned man in the College, was appointed Principal. The offices of Principal and Professor were re-united in him upon a consolidated allowance of 100 Rs. monthly. Through this a saving of 50 Rs. monthly was effected, which has been applied to work another Press.

22. " With the exception of some particulars respecting the

Jyotish or Astronomical branch, which will have special mention in a subsequent part of this report, the above is a brief sketch of the general history of the College from its establishment to the present time. I have given it as calculated in my opinion to present a true view of the Institution to the Board.

* * * * * * * * * *

24. " Besides the above 100 students who are on the foundation and receive the monthly stipend of 5 rupees, there are a number of students who attend and receive gratuitous instruction. Their course of study is the same as that of the other students. The number of these varies a good deal, they are attracted more by the hope of succeeding to vacant scholarships than by any thing else, consequently when there is a probability of vacancies the number increases. A few are attracted by the repute of particular teachers, or attend because they have connections in the College. The students not on the foundation are commonly called 'Oomedwars,' which of itself points out that it is the hope of getting on the foundation which causes their attendance.

* * * * * * * * * *

26. " The efficiency of my superintendence of the College is necessarily limited by my little knowledge of Sanscrit. I am unable to direct the studies of the pupils from my own acquaintance with the books that should be read; but on all matters that are beyond my own knowledge, I consult with the Principal and the Pundit appointed to assist me. I give much of my own attention to the Vernacular Department of the College, from a conviction of its very great importance, and my efforts are constantly directed to ensure from the students regularity of attendance and diligence in study.

27. " With respect to improvements through the introduction of European science, I beg to inform the Board that the attempt has been made in the two branches of Wuedyu and Jyotish or Medicine and Astronomy.

28. " On the re-establishment of the Medical Class, as stated before, the pupils were directed to combine with the study of Sanscrit medical treatises, the study of the works translated into Murathee by Dr. McLennan. This they are regularly doing, and are able to answer pretty readily questions that may be put to them on those portions that they have studied.

29. " I beg to mention that if some anatomical plates and models could be procured for the class, the progress of the students would be thereby facilitated.

30. " They have had as yet no instruction in the practical departments of Medicine and Surgery, but their studies are now sufficiently advanced to render it desirable to provide this instruction for them.

31. " I beg to state that there is a Brahmun Native Doctor in Poona, commonly called Bhow Doctor, of great repute for his skill

in surgical operations. He was instructed when young by the Surgeon of the British Residency at the Peishwa's Court. He is also versed in Sanscrit medical literature. He has lately returned to Poona from a residence at Indore, and has expressed a great desire to instruct the medical pupils of the College in simple surgical operations. As a step towards the introduction of this branch, a step for which they are prepared and against which no prejudices will rise, but which may be followed by others leading to important results, I beg to recommend that he may be attached to the College on a small salary of 25 rupees monthly.

32. " In the Jyotish or Astronomical branch, I discourage the study of those books which are merely Astrological, and lay great stress on the study of the Siddhants. In September 1838 the Professor of this branch, Baba Joshee Rore, a man of much talent and learning, but a bigotted upholder of the erroneous system of the Poorans, retired on a pension.

33. " Advantage was taken of this event to make a move towards improvement. Candidates for the vacant chair were invited from all quarters, and a public examination of them was held in February last year. I had the valuable assistance on this occasion of Mr. Lancelot Wilkinson of Schore, of Professor Orlebar of Bombay, and of Mr. Eisdale of Poona. Mr. Orlebar came up to Poona to be present at the examination, and Mr. Wilkinson sent me a series of questions to test the candidates' knowledge of the Siddhants. He afterwards carefully went over their answers (which were in writing) to decide on their relative merits. There were eight candidates, one of whom was a Pundit at Benares, who was examined through written questions and answers. The successful candidate was a Pundit who had been educated at the Poona College, and who is a man, I think, of superior talent and intelligence.

34. " To secure a teacher who, to a knowledge of the Hindoo systems, should add some acquaintance with the European system of Astronomy, with the true system of Geography, the use of the Globes and Physics in general, the successful candidate was not allowed to enter on his duties at once, but was appointed ' Professor Elect,' and directed to proceed to Bombay to study under Mr. Orlebar and Ball Gunghadhar Shastree, who had kindly consented to instruct him. He accordingly proceeded to Bombay in June last year, and has made very satisfactory progress. For the last two or three months however I regret to state, he has been interrupted by sickness. His indisposition was so severe that Mr. Orlebar and Ball Shastree were under the necessity of permitting his return to Poona for a time. He is now here, and still in very delicate health, but I hope he will soon be sufficiently recovered to return to Bombay and resume his studies.

35. " Dada Joshee, the second best in the list of candidates, who was at the time Acting Professor, has continued in sole charge

of the class. Since he became Acting Professor I have introduced as a class book the 'Comparison of the Pooranic, Siddhantic, and Copernican systems,' written by Mr. Wilkinson's Pundit, Soobajee Bappoo."

XLVIII. Since the date of the Report from which these extracts have been taken, changes have occurred in some of the Professorships, and other modifications in the detail of the College have been introduced or proposed.

XLIX. On all these topics Captain Candy has enlarged in his Report of the College for the year commencing the 1st May 1840, and ending the 30th April 1841. This document has not as yet been brought to the notice of your Hon'ble Board, and in doing so, it affords us much gratification to record, that it evinces the same continued, zealous, and watchful interest, which has so strikingly characterized Captain Candy's superintendency.

L. In directing your attention to the operations of the College since June 1840, we shall extract freely from Captain Candy's Report, commencing with his account of those particulars in the different branches of study, which have seemed to him to call for special notice.

Of the branch of Jyotish or Astronomy, Captain Candy remarks,—

"My report last year stated that Shunkur Joshee the Professor Elect of this branch, had made satisfactory progress in his studies in Bombay, under Professor Orlebar and Ball Shastree, but that his health had failed and he had been obliged to return to Poona for the benefit of change. I regret to say that the hope, which I expressed of his being soon able to resume his studies in Bombay, has not been realized. He continued so unwell through the monsoon, and he felt such a reluctance to return to Bombay, that he relinquished his prospects of the Professorship, and solicited to be made Assistant Professor, which was granted. His health though still delicate, has gradually improved, and he is able to attend to his duty. Vishnoo Nursinh Joshee, who was educated in the College, has been appointed to succeed Shunkur Joshee as Professor Elect, and is now in Bombay studying under Professor Or-

lebar and Ball Shastree. He has entered on his studies under these Gentlemen advantageously, as from being teacher of the Murathee department of the College, he already possessed a knowledge of several branches of Mathematics, which Shunkur Joshee had to acquire under them."

Of Dhurm Shastru.

"Wasoo Dew Acharyu, the Assistant Professor of this branch, has been for some time unable to discharge his duties with much efficiency from old age and infirmity. He has resigned his appointment, since the date up to which this Report is brought, and Rugoonath Shastree Dantiya has been recommended to succeed him. The four senior pupils of this branch have made such progress in Dhurm Shastru, as warrants their entering on the study of a second branch. No. 1, is now studying the higher works of the Ulunkar, and Kavyu branch, and the three next are studying Wyakurn. No. 4, Bala Urkur, solicited leave to go to Bombay, and stand the examination before the Sudr Adalut which is required from candidates for the situation of Law Officer of Zilla Courts. I have much pleasure in saying that he passed the examination and returned with a very satisfactory testimonial. It is very creditable to him to have passed this examination while yet a student."

Of Wyakurun.

"Chintamun Shastree Limuye who was the Professor of this branch at the date of my last Report, resigned his appointment from inability to discharge the duties of it from age and infirmity. The Assistant Professor Dhond Shastree Degwekur, who was educated in the College, and is a superior Pundit, has been made Professor, and Neelkunth Shastree Bhut, who was formerly Assistant Professor, has been restored to the situation."

Of Wuedyu.

"I am happy to report that the progress in the past year of the pupils of this branch, has been satisfactory. The Anatomical models and plates which were furnished upon the representations made in my last Report, have been very serviceable in facilitating the progress of the students. They arrived during my absence in Bombay on duty, but of course were not opened. On my arrival in Februarv I found some of the Professors and students in considerable alarm at the appearance of the cases containing the models, and much afraid of contracting pollution. Though I quieted their apprehensions, they were very shy of the models for a short time, but they soon handled them without repugnance. I briefly mention this to show the amount of prejudices still remaining, and the effect of a course of conduct which is firm yet

conciliatory. The medical students have a creditable knowledge of the structure of the human body, of the circulation of the blood, of the uses of the different membranes, vessels, &c.

" The appointment of Bhow Doctor to teach the elements of Surgery as recommended in my last Report, is a great boon. Considering that he did not commence his labours till after the Holee holidays, the amount of knowledge communicated by him is satisfactory. Several of the pupils take much interest in his instructions. As he is of much repute for skill, he has frequent applications from people of the city for medical or surgical treatment, which affords opportunities for the students to see his instructions exemplified. I beg to recommend that he be allowed from the Medical Stores a small supply from time to time of such medicines both European and Native, as he may require, and also that a case of surgical instruments be granted for the use of this branch."

Vernacular Department.

" Vishnoo Nursinh Joshee, who was the Teacher of this Department has been appointed Professor Elect of Jyotish, and Vinayuk Joshee Limuye who was educated in the College has been appointed to act in the situation on trial. The progress made in this Department in the past year is on the whole satisfactory ; but it would have been more so, had not Vishnoo Joshee been unable to apply his mind to his duty, with the same intentment as before, during the three months that elapsed between his being recommended for the situation of Professor Elect of Astronomy, and the arrival of the order appointing him to it. As he was daily expecting to leave the department to proceed to Bombay to study, his mind was unhinged. The present Acting Teacher will, I hope, prove a good one. I am more and more convinced of the importance of this department of the College. Without it the major part of the students would leave the College unable even to read or write a letter in the common written character of their mother tongue, and destitute of qualifications for any offices, except those few which belong exclusively to Pundits. Most of them would have no better prospect, than that of obtaining a precarious subsistence as retainers or dependents of Sirdars or rich men, who covet the merit of being Patrons. But the students who are now in the College, will enter the busy scene of life under more advantageous circumstances, and as they will be qualified as well for common situations as for those of learning, they will have better prospects of advancing themselves. Among other things I look forward to these students furnishing a supply of superior schoolmasters for the Government vernacular schools. Many of the present vernacular schoolmasters, from their want of acquaintance with Sanscrit, are ignorant of the exact power and meaning of very

many words that are in use in Murathee, but students from the College becoming schoolmasters will be free from this defect.

" I have introduced the custom of the more advanced students translating pieces from Murathee into Sanscrit, and from Sanscrit into Murathee. In this way they translated some of Esop's Fables into Sanscrit, and parts of the Poorans into Murathee. I view it as a point of importance that they should acquire the power of doing this with facility, especially that they should be able to translate readily into their own language."

Elsewhere in the same Report the following detail of the branches of knowledge taught in the Vernacular Department is recorded.

" Teacher Visnoo Nursinh Joshee, (in the past year.)

" Vinayuk Joshee Limúye, Acting.

" The Students are divided into five Classes.

" The 1st Class contains 25 Students. They have made good progress in Reading, Writing, Grammar and Geography. They have gone through the common rules of Arithmetic and a course of Algebra, and are now studying Geometry.

" The 2nd Class contains 23 Students. They have committed the Catechism of Geography and have Studied the Atlas. Some of them have committed the Catechism of Grammar. They have gone through the common rules of Arithmetic and are now in Algebra.

" The 3rd Class contains 16 Students. Of these nine have committed the Catechism of Geography and two that of Grammar. In Arithmetic they have got to the concluding part of the 1st Vol. of Jervis' Shiksha Mala.

" The 4th Class contains 10 Students. They are committing the Catechism of Geography. Two have committed the Catechism of Grammar. In Arithmetic they have proceeded as far as the Extraction of the Cube.

" The 5th Class contains 9 Students. These are learning to write Moree. They have all committed the Catechism of Geography. In Arithmetic they are in the simple rules of Multiplication and Division."

LI. Consequent on a communication from the Government of India, our attention was called to a defect in the stipendiary system of the Poona Sanskrit College, viz. " that it provided an allowance for pupils indiscriminately, and without reference to merit or acquirement." After communicating with Captain Candy, a modification which went to a certain extent to

remedy the defect of the existing stipendiary system was determined upon, and has been carried into effect. The exact nature of the modification in question, though already known to your Honorable Board, may here with propriety be detailed, and in doing so we would avail ourselves of the following language of Captain Candy's Report.

" My Report of last year called forth the observations of the Supreme Government on the faultiness of the stipendiary system in force in the College, which made no distinction between the students, but gave to all the same allowance, thus destroying the connection which should exist between merit and reward. I was in consequence called on to report on the practicability of modifying the system.

" A plan has been sanctioned and introduced which has the two-fold object of regulating the stipends that are given, according to the progress and merits of the students, and of encouraging the attendance of non-stipendiary students. For the attainment of the first object the students have been divided into four classes, of 10, 20, 25, and 30 students. The first class to receive a monthly stipend of 7 rupees, the second of 4½, the third of 3½, and the fourth of 3 rupees, thus reducing the number of stipendiaries to 85. There are a few above that number at present, but they will soon be reduced to it by casualties. To secure the second object, the sum that will be saved by the reduction of three classes, will be appropriated for prizes to students studying without stipends. Such as deserve them will receive small money prizes at the annual examinations, and at the completion of their studies non-stipendiary students will receive money prizes, ranging according to their degrees of merit from 75 to 250 rupees. And with a special view to the benefit of non-stipendiary students, three subordinate teachers or monitors have been sanctioned, one in the Nyayu, one in Wyakurun, and one in the Ulunkar Branch, who are to receive 10 rupees each monthly from the above fund.

" The introduction of these important changes was subsequent to the period embraced by this Report, and is too recent to enable me to express any opinions here of their operation, but I shall be able to speak fully on the subject in my next year's Report. I may here briefly express my opinion that an Institution like the Poona Sanscrit College could not be maintained without pecuniary assistance being granted to the students in some mode or other. Were pecuniary assistance withdrawn the number of the students would dwindle down to those whose friends live in Poona, and a few more who might subsist by begging while pursuing their studies. At present the College receives students from all parts of the Presidency, and even from places beyond

the Presidency; and as it is the only Institution of the kind in the Presidency, it is of obvious importance to preserve it in an efficient state."

LII. Among other subjects important to the usefulness of the Sanskrit College, the establishment of an English Class, is one, which Captain Candy has forcibly brought to our notice, and to which we have given our serious attention. In considering it, we have not, we would remark, lost sight of the circumstance that a similar class existed in the Calcutta Sanskrit College, and was abolished in consequence of its ill success.

LIII. Captain Candy advocates the desirableness of establishing the English Class in these words;

"Without it the objects which the founders of the College had in view, can scarcely be attained. These objects were stated to be 'the encouragement and improvement of the useful parts of Hindoo learning, and also to introduce, as far possible, the means of communicating to our new subjects such branches of European knowledge as they may be able and willing to receive.' For both these subjects but especially for the latter, an English Class is highly important. It seems to me that too much encouragement cannot be given to the study of English, nor too much value put upon it, *in its proper place and connection*, in a plan for the intellectual and moral improvement of India. This place I conceive to be that of *supplying ideas* and the *matter* of *instruction*, not that of being the medium of instruction. The medium through which the mass of the population must be instructed, I humbly conceive must be their *Vernacular Tongues*, and neither English nor Sanscrit. Sanscrit I conceive to be the grand storehouse from which strength and beauty may be drawn for the Vernacular languages, and it is therefore highly deserving of cultivation, but it cannot furnish from its stores the matter of instruction, nor can it ever be the medium of instruction to more than a few. In a word, knowledge must be drawn from the stores of the English language, the Vernaculars must be employed as the media of communicating it, and Sanscrit must be largely used to improve the Vernaculars and make them suitable for the purpose. I look on every Native who possesses a good knowledge of his own mother tongue, of Sanscrit and of English, to possess the power of rendering incalculable benefit to his countrymen. It is with the view of *raising up a class of such* that I now venture to propose the establishment of an English Branch in the College. I do not propose that the study of English should be made imperative on all, or even

on any of the students. I would on the contrary rather restrict it, so as to make it an object of desire. The class should be composed of such students as have either acquired a knowledge of some one branch in the Sanscrit Department, or have made great progress in one, and are also proficient in the Vernacular Department. To enable these to study English, I would propose that the period of their stay in the College be prolonged. The rule at present is that students who study only one Shastru should leave College at the expiration of five years, but those who study two Shastrus may remain for seven years. I would propose that if an English Branch be sanctioned the rule should be thus modified. Five years should be allowed for such students as study only one Shastru, eight years for such as study one Shastru and English, and ten years for such as study two Shastrus and English, making an increase of three years for the study of English. It would not be necessary to have an European Master at first, as I conceive that a Master might be found among the alumni of the Elphinstone Institution capable of instructing the Class for the first year and a half. By that time it will be clearly seen whether an European master is absolutely necessary. At present I could render no assistance, except that of general superintendence, as all my energies are engrossed and my time occupied by the English and Murathee Dictionary, in the completion of which I am engaged, but on my being freed from this work, I may be able to take a more active part."

LIV. On this question, we addressed Captain Candy and Mr. Eisdale, and desired to be informed whether there existed any obstacle to instruction in English being communicated to Students of the Sanskrit College, in the Poona English School. For, it seemed to us, that as the two Institutions are located in adjoining streets of the city of Poona, it was advisable (did serious obstacles not exist) to make the experiment in the first instance, without proposing that additional expense, which the nomination of an English Instructor to the College, would necessarily have entailed.

LV. On being made aware of the opinion of Captain Candy and Mr. Eisdale, that an arrangement for communicating instruction in English to Students of the Sanskrit College might be effected in the Poona English School, we communicated our final instruc-

tions to Captain Candy in our letter of the 29th, October 1841, of which the following are extracts;

" Though the Board are perfectly aware of the grounds on which you recommend the establishment of an English Class in the Sanscrit College, and generally concur in their justness, they are still of opinion that encouragement to study English, ought to be confined to those students who have a strong desire to acquire it, and whose industry and abilities are of mark sufficient, to justify the expectation that they will study with advantage.

" This Board fully admit the importance as appropriately expressed by you of ' raising up a body of men capable of opening the stores of knowledge which are locked up in English and of making them accessible to their countrymen through translations into the Vernaculars ', and it is because this object is one of high aim, and only to be reached by persons of superior ability and industry, that the Board are desirous to restrict the study of English, under encouraging conditions, to the few select and highly promising students of the College, and to avoid the risk of failure likely to result from making it general and promiscuous.

" It is in the opinion of the Board desirable, as recommended by you in your annual Report, that the study of English should not be commenced till after the completion of the period fixed as requisite for the study of one Shastru. This period is five years, and the Board learn from the fourth paragraph of your letter under reply, that none of the students at present in the College will have completed that period before April next.

" From the second and third paragraphs of your letter of the 15th ultimo, the Board are satisfied, that there will be no difficulty in making an efficient arrangement, by which instruction in English may be communicated in the Poonah English School to a class of students from the Sanscrit College. The Board have in consequence determined that the experiment shall be first made in the English School, and that ulterior arrangements shall be made dependent on its success.

" I am instructed to request that in April next you will select eight of the most distinguished students of the Sanscrit College who are desirous to study English, with the view of their being formed into a class on the 1st. May, and entered as scholars in the Poonah English School Instructions to this effect will be communicated to Mr. Eisdale, and a special report of the progress made by these students will be required in the month of April 1843.

The eight students thus selected will, for a period of three years during their English studies, be allowed to draw the stipend which they respectively enjoyed at the termination of the curriculum of their Sanscrit studies, provided they continue to justify the opinion entertained of their ability and industry which led to their selection. "

LVI. Captain Candy has appended to his Report for 1840, 41, a list of those students who have been educated at the College from the date of its institution, with the view of shewing their occupations in after life, a sfar as they could be traced. This is an interesting document, (Appendix D,) exhibiting the real practical results of the course of education hitherto pursued in the College. These are in our opinion confirmatory of the necessity of those various modifications of the course of study introduced on the recommendation of Captain Candy, and from the operation of which more satisfactory results may be fairly anticipated.

LVII. Since the period up to which the last Report of the College extends, the situation of Teacher of Surgery has become vacant consequent on the resignation and subsequent death of Bhow Doctor, and we have at present under consideration arrangements for securing the services of an efficient successor.

LVIII. The examination of the students of the College took place in the month of October last, and we have expressed to Captain Candy the satisfaction with which we have learned the following results of that examination, communicated by him to us under date 8th October 1841.

"There are 86 students on the Rolls, of whom 80 have been examined. Two are absent and four begged to have their examination postponed, three, on the ground of having been sick and therefore being unprepared, and one on the ground of his being concerned in a cause now pending before a Magistrate here, and his mind therefore not being sufficiently free.

"The following is an abstract of the report on the 80 students who have been examined. *

---

* The examinations are conducted by a Committee to which is also intrusted the duty of examining Candidates, for the Dukshina. The present member are, —

SIR PUNCH OR PRESIDENT.

Ramchundra Shastree, Native Inspector of Schools.

MEMBERS.

1 Trimbuck Shastree Shaligram — Is a Pundit of great repute. He holds no other office or situation but lives on his Dukshina and Bhikshookee. He was formerly an Ameen but resigned.

"Students	15	Ootum	1st	or First	Class of	Excellent.
	19	do.	2	or Second	do. of	do.
	13	do.	3	or Third	do. of	do.
	11	Mudhyum	1	or First	Class of	Middling
	5	do.	2	or Second	do. of	do.
	4	do.	3	or Third	do. of	do.
	9	Kunisht	1	or First	do. of	Inferior
	3	do.	2	or Second	do. of	do.
	1	do.	3	or Third	do. of	do.
	80					

"It is very creditable to the students that so large a proportion of them have been reported Ootum, especially as I endeavoured to secure a strict examination by the Committee. I have intimated to the four students who are reported Kunisht 2 and 3, that I shall have them examined again shortly, when, unless a better report is made of them, some severe measures must be taken with them. Perhaps the withholding their stipends as long as they are Kunisht 2 or 3, would be a better measure than dismissing them. —

5. "There are 75 non-stipendiary students on the Rolls attending the following Classes ; —

Jyotish, 3; Wuedyu, 3; Dhurm Shastru, 2; Wyakurn, 20; Nyayu, 7 ; Ulunkar, 40.

Of these 66 have been examined, and are thus reported :

7 Ootum, 1st; 13 Ootum, 2d ; 13 Ootum, 3d ; 8 Mudhyum, 1 ; 7 Mudhyum, 2 ; 9 Mudhyum, 3 ; 9 Kunisht ; 1.

The other 9 who have not been examined, are mere beginners.

6. "I have the honor to report that the Annual Public Examination of the College was held on the 6th instant, before A. Bell, Esq.

---

2 Narayen Shastree Thute. } Is a Pundit of repute. He holds no other office. He has a warshasun of 1200 Rs. from the Raja of Sattara.

3 Nursinh Achauyu Ok. } Is son of Raghwachauyu the former Principal and Sur-Punch. He is now an Assistant. Professor in the College. He is on leave.

4 Govind Achauyu Ushtportee. } Was formerly a Professor in the College. Now has a Pension and Dukshina.

5 Rughoonath Shastree Tullikur. } Acting for Nursinh Achauyu. He is Pundit to the Superintendent of the College.

Judicial Commissioner; R. Mills, Esq. Judge and Agent for Sirdars; a few other European Gentlemen, and a numerous company of Sirdars and Native Gentlemen. The Judicial Commissioner and the Agent for Sirdars, expressed themselves as pleased with the result of the examination.

7. "The following is the arrangement I made respecting prizes. As there are 15 stipendiary students who have been reported Ootum 1st, and only ten of them receive the highest grade of stipends, I awarded a turban to each of the other five." The value of the turban was from four to five Rupees. To the 19 stipendiary students classed Ootum 2nd. I awarded a prize of books each. The value of the highest prize was one Rupee and six annas.

"To 22 of the non-stipendiary students I awarded small money prizes viz. to four students six (6) Rupees each, and to 18 students five (5) Rupees each. There are 33 non-stipendiary students classed Ootum, but 11 of them have not conformed to the rules of the College by attending the Vernacular Department. I therefore excepted them and awarded a prize only to the 22 who had attended the Vernacular Teacher, as well as were Ootum in Sanscrit. I doubt not this will have a very salutary effect. I awarded a prize of a book each to seven of the eight non-stipendiary students reported Mudhyum. The one excepted had not attended the Vernacular Teacher."

4.

GOVERNMENT DISTRICT VERNACULAR SCHOOLS.

LIX. The establishment of Government District Vernacular Schools was commenced in the year 1826, when twenty-four Masters trained in the School of the Native Education Society, were distributed throughout the districts in the following manner.

Maratha Masters.

Poona	2	Nundeodur	1
Joonur	1	Ahmednuggur	1
Guswar	1	Nassick	2
Dharwar	1	Dhoolia	1
Hoobly	1	Yowla	1
Rutnagherry	1		
			14

Guzerathee Masters.

Surat	3	Broach	2
Ahmedabad	2	Kaira	1
Dhoika	1	Nuriad	1
		Total	10

LX. The Schools thus established at the expense of Government were placed under the immediate superintendence of the Collectors, and these Officers from time to time favoured the Committee of the Native Education Society with reports of the progress made by the Scholars.

LXI. In 1832, the two Head Inspectors of the Schools, who up to that time had been subject to the control of the Native Education Society, were placed under the orders of the Principal Collectors of Poona and Surat. Consequent on this arrangement, with the exception of continuing to supply books and trained Masters when required, all executive connection between the Native Education Society, and the Government District Schools ceased.

LXII. Additions were occasionally made to the number of District Vernacular Schools, either on the petition of the inhabitants of towns, or on the recommendation of Collectors, but from the want of efficient superintendence, the schools, with a few exceptions, continued in a languid state.

LXIII. In the year 1837, Captain Candy was nominated Superintendent of the Maratha Schools in the Deccan and Southern Concan, and in the year 1838, the Schools of the Northern Concan were added to his charge. Consequent on this most judicious measure, the Schools of these districts rapidly improved and reached their present promising condition. The benefit of a system of superintendency so happily introduced

by Captain Candy, and effectively continued by his temporary successor Mr. Eisdale, we are sanguine in our expectation of being able to extend to the districts of Guzerat, Khandeish, and the Southern Maratha Country.

Guzerat.

LXIV. There are at present in the Province of Guzerat, 27 Government Schools; ten of these, as has been already narrated, were established in 1826, and the others have been added at different subsequent periods. These Schools, with one or two exceptions, are we believe, in a very unsatisfactory state, but we trust to be able in our next Report, in consequence of the arrangements we are shortly to detail, to exhibit a more perfect knowledge of their actual condition, and to suggest some specific measures for their amendment.

Khandeish.

LXV Though in the district of Khandeish there are only three Government Schools, one established in 1826, besides those of the Bheel Agencies, we learn from the following extract of Mr. Pringle's letter of July 1840, that the people of that Province have themselves not been indifferent to education.

"The means of education provided by the undivided resources of the community, however, are not inconsiderable for a remote province, and one which is slowly, though gradually, recovering from the desolating effects of a long course of rapine and misrule. In a population amounting to about 3,50,000 souls, there are 95 schools for the vulgar branches of learning, containing about 1450 scholars, which is nearly 1 in 250, while only the males and those of the higher castes (about one half being Brahmins and Banyans) receive instruction. Besides which, there are about 100 private seminaries in which the higher branches of Hindoo and Mahomedan literature and science are taught to about 500 scholars."

Southern Maratha Country.

LXVI. *Dharwar.* In the Collectorate of Dharwar there are five Government Schools. Two of these

(Dharwar and Hoobly) were established in 1826; that of Dharwar has always, we believe, maintained a respectable character; and from the report submitted to us of an examination of the School held in May 1841 before the Judicial Commissioner, we learn that the performance of the pupils was considered so creditable that an honorary mark of distinction was conferred on the principal Master, Balcrushna Mahadeo.

LXVII. Of the School at Hoobly we are not in possession of any detailed information.

LXVIII. The three other Schools of the Dharwar Collectorate, Rambidnoor, Haveri and Gudug, were established in 1835 and 1836, in consequence of the introduction of Canarese as the official language of the Southern Maratha Country, and these Schools were intended to afford the means of instruction in the Canarese language, to candidates for public offices. At the same time a Canarese branch was added to the previously existing Maratha Schools of Dharwar and Hoobly.

LXIX. *Belgaum.* In the Government Schools of the Belgaum Collectorate both the Canarese and Marathee languages are taught, and these Schools were established in the year 1836, consequent on Canarese being made the official language of the Collectorate, and chiefly with the view of communicating instruction in that language.

LXX. The following extract of a letter of the 16th July 1840, addressed by Mr. Campbell 1st Assistant, to the Collector Mr. Townsend, will explain the constitution of these Schools, and will exhibit the little success which has hitherto attended their operations.

2. "The School Masters were each to receive five Rupees per mensem from Government, and it was expected they would be able to collect an additional five Rupees from the contributions made by their scholars. This system has however in a great degree failed. A School Mastership is not considered by any native who has

the least hope of entering the public service, a desirable situation, consequently few will accept the appointment, and those who do, have made it a mere stepping stone to a public Government office. Thus, long vacancies occur, and when a teacher is appointed he takes no interest in his charge, but is continually looking out for something better. The supply of Canarese books also is very poor. There are a few books at Kuladghee, but torn and spoiled. One copy of each book consisting of an Arithmetic book, Esop's Fables, and one or two others, is all with which we have been able to furnish each School.

3. " Of the eleven Schools, there are at present only five open. Teachers cannot be procured for the rest. The number of boys is ninety-two. The statement will shew what progress they have made. None of them have attained to more than reading, writing, and the simple rules of arithmetic.

4. " Of the above number forty-two boys are also learning to read and write Murathee. — There are besides the number of boys shewn in this statement, sixty-three who are learning Murathee without Canarese. I shall direct the Mamlutdars to insist that the teachers instruct all the boys in Canarese, as the Schools are especially for that purpose.

5. " The whole number of boys is one hundred and fifty-five, of these one hundred and fourteen are Bramins ; Weavers seven ; Lingayats five ; Comti nine ; Marathas seven ; Murwaree four ; Mussulmans six ; and Painters three."

LXXI. Influenced by this unsatisfactory state of Schools in his Collectorate, Mr. Townsend, under date 31st October 1840, recommended that the number of Schools at that time 22, should be reduced to 18, and that the pay of the masters should be raised some to 9 and others to 10 Rupees monthly, and that the pupils should still be required to pay the monthly fee of one anna. These recommendations were sanctioned by Government under date 24th May, 1841.

LXXII. We have embodied in Appendix (E) all the detailed information, which we possess relative to the Schools of this Collectorate, but there are many important questions regarding the Canarese Schools of the Southern Maratha Country, the consideration of which we are necessarily obliged to postpone till we shall have received the report of the inspection of these Schools, which Ball Shastree, Esq. Assistant Professor

E. N. E. Institution is (as shall be subsequently communicated) at present occupied in performing. These questions chiefly regard the supply of books and masters for the Canarese Schools, and also the exact nature of the dialect which bears the name of Canarese in these districts.

LXXIII. Having premised this short sketch of the prominent circumstances in the past history of the Government District Vernacular Schools, and having with the view of facilitating future reference, embodied in Appendix (E) the most important points of statistical detail of the Schools of the Deccan and Northern and Southern Conkan, to be found in Captain Candy's Reports for the years 1837, 38, 39, and in Mr. Eisdale's of 1840, 41 ; and those more meagre details, at our command, of the Schools of Guzerat, Khandeish, and the Southern Maratha Country, we would, before proceeding to narrate our prospective arrangements regarding these Schools, say a few words of Mr. Eisdale's Report of the Schools of the Deccan, and of the Northern and Southern Conkan, brought up to the 30th April, 1841.

. LXXIV. Mr. Eisdale received charge of the Schools from Captain Candy in October 1840, and judging from his Report, evinces in his ready familiarity with detail, a laudable interest in the new and important duties with which he has been entrusted. Though the Report upon the whole is satisfactory, we have not failed to give to its details our attentive consideration, and to direct the expression of our opinion to be communicated to those Masters who have fairly merited approbation, or justly incurred censure. We would here specially record the satisfaction with which we have received the continued favorable reports of the School at Rutnaghery, No. 1. This School maintains its place as the first of all the District Vernacular Schools ; it has been mentioned with marked commen-

dation by Captain Candy in all his Reports, and an honorary mark of distinction was conferred on the Master Krishnajee Ballal Somun, consequent on Captain Candy's Report of 1839, 40; and this year, still further to mark the approbation of Government, an Assistant has been sanctioned for this School on a monthly salary of Rupees 5, and the selection has been made, after fair competition, from among the advanced pupils of the School.

LXXV. Since the date of Captain Candy's 3d or last annual Report, the School of Pimpulgaon has been abolished in consequence of the indifference evinced by the inhabitants of that town.

LXXVI. Schools have been established in the following towns on the petition of the inhabitants since May1840. — Powur, Niphar, Nimon, Malwan, Jamkher, and the School of Nandoor has been transferred to Rachore.

LXXVII. We now proceed to the narration of those arrangements into which we have in part already entered, and which chiefly regard the prospective operations of the Government Vernacular Schools.

LXXVIII. It formed part of the plan of your Honorable Board in remodelling in the year 1840, the Educational Institutions of this Presidency, to extend to the Schools of Guzerat, Khandeish and the Southern Maratha Country, the advantages of a system of efficient and permanent superintendency.

LXXIX With the view of effecting this most desirable object, it was anticipated that the Professors of the Elphinstone Native Education Institution would readily afford their assistance ; and it gives us much gratification to record, that these Gentlemen have met the wishes of Government, with zealous concurrence.

LXXX As a measure preliminary to our further proceedings, we judged it expedient to frame a series of Regulations for the management of the Government Vernacular Schools of all the Districts. In executing this work we have in a great measure followed the system already introduced in the Deccan by Captain Candy, and we have had the further advantage of perusing memoranda on the subject drawn up by Captain Candy and Mr. Eisdale.

LXXXI. These Regulations have been translated into Marathee by Ball Gungadhur Shastree, Assistant Professor in the Elphinstone Native Education Institution, and into Guzerathee by Nowrozjee Furdoonjee, Second Assistant Professor in the Elphinstone Native Education Institution, aided by Gungadhur Shastree, Inspector of the Elphinstone Native Education Institution's Vernacular Schools.

LXXXII. Lithographed copies of the Marathee and Guzerathee versions have been forwarded for all the Masters of the Schools and have been sent to the different Collectors, with a request that they would distribute them in such manner as might be considered best calculated for making generally known to the inhabitants of the districts, the wishes and liberal intentions of Government, in regard to Education in the vernacular tongues.

LXXXIII. We have further directed that these Regulations be brought into full operation from the 1st January 1842.

LXXXIV. On referring to these Regulations, a copy of which is appended to this report, (Appendix F.) it will not escape remark that we have divided the Schools into three Divisions.

1. Deccan and Khandeish.
2. Northern Concan and Guzerat.
3. Southern Concan and Southern Maratha Country.

Mr. Eisdale continues in superintendence over the 1st Division. Professor Orlebar has been requested to inspect in the course of the present cold season, and report upon, the Schools in the 2d Division, and Ball Gungadhur Shastree, Assistant Professor, to perform a similar duty in regard to the Schools of the 3d Division.

LXXXV. After having received and considered these reports, it is our intention to make arrangements for the permanent superintendency of the 2d and 3d Divisions; and we trust, in our next Report, to be able to give satisfactory assurance that the schools of Guzerat and the Southern Maratha Country, are in a fair way of recovering from their present unsatisfactory state.

LXXXVI. Consequent on the introduction of these Regulations a re-arrangement of the duties of the present Native Inspectors will be necessary. We purpose to continue Ramchundra Shastree as Inspector of the 1st Division, and to add to the duties of Runchoredass Girdhurbhaee the present Inspector of the Guzerat Schools, the inspection of the Schools of the Northern Concan, and we have it in contemplation to recommend at an early date the nomination of an Inspector for the 3d Division.

LXXXVII. In order that the principles which have guided us in framing these Regulations may be perfectly intelligible, we would take this opportunity of explaining in regard to some points relative to which a difference of opinion may be entertained.

LXXXVIII. We have laid down the time and manner of making different reports and returns, with much detail and particularity, with the view of enforcing a uniform system of operations, which should ensure to us a general knowledge of the proceedings of all the Schools, and put at our command, the ability of acquiring (should it be desired) information to the minutest detail.

LXXXIX. The conditions, which it is proposed to require before the establishment of new schools, have been fixed on the principle of its being desirable to exact some assurance from the Inhabitants of Towns, that in applying for a school, they do so, after consideration and under a sense of the nature of the obligation which they solicit.

XC. From inattention to these considerations, several Schools have already failed, and it is to be apprehended that the failure of others remains to be recorded.

XCI. We have recommended that at the actual establishment of a new school certain formalities should be observed, because we believe that such observances are calculated to enhance the value of the obligation conferred, and it is in imitation of the practice of that Country * in which the system of Public Instruction has been most matured.

XCII. In fixing on 2,000 as the minimum population for which we would recommend the establishment of a Government School, we have had in view the calculations made by Sir Thomas Munro. According to these, a total population of 2000 will give a male population of about 1000, and the proportion of this number "between the ages of five and ten years which is the period during which boys in general remain at school" taken at one ninth, will give about 110 as the total number of school-going males in a total population of 2000. But it is, we fear, not to be expected that for some time at least, more than one third or one fourth of those who should be at school, will be prepared to avail themselves of its advantages.

XCIII. Though we have not failed to consider well these principles upon which we have recom-

* Prussia.

mended the establishment of new schools, and have endeavoured to express them in the Regulations with perspicuity, we have not been without apprehension, that they may not be altogether intelligible to the people at large.

XXIV. Under this impression, we have addressed a Circular Letter to the different Collectors, in which we have expressed these apprehensions and suggested the good that might be expected from cordial co-operation on the part of Government District Functionaries, and referred chiefly to the advisability of every opportunity being taken of making clearly intelligible to the people the Regulations relative to the establishment of schools.

XCV. We further on this branch of our subject indulge the hope that much good will result from the nomination of Local Committees; but on this question we shall not at present dwell, for it is our intention specially to consider it in a subsequent part of this Report.

XCVI. Though the manner of training Schoolmasters for the Vernacular Schools has not been particularly provided for in these Regulations, this most important part of Public Instruction has not been neglected. The schools of the Elphinstone Native Education Institution and the Normal Class under the management of Ramchunder Shastree at Poona, afford, for the present, ample sources of supply, and we shall be prepared to extend their operations as the necessity for doing so shall arise.

XCVII. The branches of knowledge which are taught in the Government Vernacular Schools have not been laid down in these Regulations in much detail, because to elevate the standard of instruction is a subject which still requires serious attention.

XCVIII. Though by omitting in the Regulations

to detail the course of instruction presently followed in the schools, we have purposely avoided giving a character of permanency to that which in our opinion in the present state of Education in this country ought not to be considered as fixed; we still deem it essential to the right understanding of the actual present state of vernacular education in this Presidency to give that detail in this Report, and in doing so, we shall avail ourselves of the following language used by Captain Candy in a special Report of the Maratha schools of the Deccan and Concan submitted for our information in May 1840.

27 "The system of instruction is that of Mr. Lancaster's monitorial system. Each class has its monitor, while the master exercises a superintendence over all, but gives particular attention to the senior classes.

28 "In most of the schools the children enter young. The average age of entering may be perhaps stated at six. Few remain beyond fourteen or fifteen.

29 "The instruction communicated, comprises Reading, Writing, Grammar, Arithmetic, Geography and Moral Instruction.

30 "*Reading and Writing.* The rudiments of these are acquired simultaneously, as the scholar begins by learning to write the alphabet on a sand board; so that he learns the power of the letter at the same time that he learns to form it. From the alphabet the scholar proceeds to the *barakhury*, or consonants combined with vowels. Both the Balbud and Mor characters are taught. In some schools the first is more attended to, in others the latter; which depends chiefly upon the circumstance of the scholars being the children of Bhuts or Gruhusts. The acquisition of both characters by all the children is encouraged, but not insisted on.

31 "After the children have acquired a knowledge of letters and words, they begin easy books, such as Lughoo Hitopdesh, Balopdesh Junawurachen Wurnun, &c. From these they advance to Esop's Fables, Childrens' Friend, Neeti Durpun, &c. the History of England, England Delineated, and Maratha History.

32 "The great fault of the reading in the generality of the schools, especially those out of Poona, is, that it is monotonous or singsong and without intelligence. The scholar rattles on as fast as he can, without attention to stops or any intonations, which the nature of the subject may require. Both masters and scholars are too easily satisfied with fluency in reading without aiming at a knowledge of the meaning of what is read. I have laboured much to remedy this, and in the schools in Poona, which receive so much

more of my personal superintendence than the rest, I have in a good measure succeeded. But in the out-station schools it is still too prevalent.

33 " All the books used in reading are calculated to improve, enlarge, and exercise the mind.

34 " The schools at Nuggur surprised and pleased me by the readiness with which they answered questions on the History of England. The History of the Marathas seems too large a book for them to retain much of its contents. There is at present in the Press a Catechism of the History and Geography of Maharashtra, which will facilitate their acquisition of its leading points.

35 " I have heard a complaint made that excellency in penmanship has not been sufficiently aimed at in the Government Schools. It is possible that in some schools it has not received all the regard it deserves, from the attention of the masters being occupied by the *new* and more important branches of study, which they are required to teach; but I will give attention to the point.

36 " *Grammar.* The study of Grammar was in a measure attended to before my appointment to superintend the schools, but it is now much more regarded. The books used are the Bal Wyakurn, and the Murathee Grammar by Dadoba Pandoorung. The former is committed to memory in all the schools, and the latter is studied by some of the senior boys in the more advanced schools. The senior class in most of the schools can parse very fairly and explain the construction of sentences.

37 " *Arithmetic.* This is a branch which is very popular in the schools, and to which considerable attention is paid. The senior classes in most of the schools work their sums with exceeding quickness. This is especially the case with questions so stated, that the applicability of the rule is apparent in the terms in which they are put; but from want of a habit of reflection and ready mental operation, they very generally fail when questions are put to them in a new form, or from books, with which they are not acquainted. This shews that it has been too much the case that they have learned rules without acquiring a knowledge of the principles on which they are founded, and that their quickness is most ly mechanical. This fault is now a good deal corrected from my having made it a general rule not to propose questions to them out of their own books, but to give them something new, or to give them old questions in a new form.

38 " The books used are the two volumes of a Course of Arithmetic from Hutton and Bonnycastle, translated by Captain now Colonel Jervis. In all the best schools that are of any standing the senior classes have gone through the whole of the 1st volume, and the Algebraic portion of the second. To this in some schools the senior students have added the Mensuration of Planes and Solids, and the Elements of Geometry and Trigonometry. In these schools the 2d. classes are advanced as far as Fellowship, Alligation, and Single and Double Position. In other schools this is the

extent of progress of the senior classes, while that of the junior classes is in proportion.

39 " *Geography.* The introduction of the study of Geography into the schools has been since my taking the superintendence of them. I found a Catechism of Geopraphy and some Maps in the schools, but as the masters had never been taught they did not think of teaching this branch. I have therefore given a good deal of my attention to it, and have made the study popular. Some masters thought to teach their scholars by rote, without attempting to gain any knowledge of the subject themselves, but I hope this is no longer the case. I was much pleased at my late inspection of the schools in the Nuggur Collectorate to see the advance that had been made in the study of Geography since the preceding inspection, at which I had been under the necessity of reprimanding them for neglecting it. The Schoolmaster of Akolen was so stirred up by my rebuke and by what I told him of the state of other schools, that at my last inspection, his school passed an excellent examination. The Schoolmaster also presented me a *Murathee Globe* made by himself, which does him very great credit. I took it round to the remaining schools I had to inspect, and the sight of it has stimulated several masters to try and make Globes.

40. " The senior classes in most schools now can point out on the map with great readiness any country or town that may be named in Europe or Asia, and can tell the metropolis of any country, in the four quarters of the Globe.

41. " I have brought into more general study the dialogues on Geography and Astronomy translated by Mr. Mainwaring and Ramchunder Shastree, which is one of the best books read in the schools, for informing and enlarging the mind.

42. " *Moral Instruction* The books calculated and intended to convey direct moral instruction, are the small book of Moral Sentences, called Lughoo Hitopdesh, the little books Balopdesh Kutha, and Neeti Kutha, and the larger book Neeti Durpun, all compiled, I believe, under the direction of Mr. Wathen, lately Chief Secretary to Government. The book of Moral Sentences is committed to memory by the scholars. A compendium of sound instruction on the duties of man in the various relations of life, as child, parent, husband, master, servant, friend, neighbour, and subject, would be a great acquisition to the schools."

5

VILLAGE SCHOOLS IN THE POORUNDHUR DISTRICT, OF THE POONA COLLECTORATE.

XCIX The system of Village School Instruction established in the Poorundhur district of the Poonah Zil-

la in 1836, we regard with peculiar interest. It is an isolated experiment which, as bearing on the question of the general establishment of Village Schools, it is of much importance to watch with care and encourage with judgment.

C. We cannot better record the origin and present condition of these schools than by extracting from Captain Candy's special Report of 1840, premising that it will not escape observation on perusal of these extracts, that these Village Schools were for the most part originally instituted by Government, and were not indigenous schools formerly existing, but now fostered by the assistance of Government.

2. " These schools were established under the sanction of Government in the year 1836, by Captain Shortrede, then Assistant to the Collector of Poona and in charge of the District. They were established as an experiment of the feasibility of a general introduction of education among the agricultural and labouring classes of the community.

3. " The number of schools at the date of my first annual Report of them, was 63, at the date of the second 61, and the number at present is 62.

4. " The number is continually fluctuating as schools are closed when the scholars attending them have dwindled down to only three or four, and new schools are established whenever the Patell, Koolkurnee and Villagers petition for one.

5. The greatest check to the progress of these schools is the *irregular attendance of the children.* They are kept from school not only on the occurrence of marriages and other festive occasions, they often stay away one, two or more months at a time to assist their parents in some agricultural operations, to watch fields or to tend cattle, consequently when they return to school they have to re-learn what they had forgotten while absent. As the people are poor and the labor of their children is really profitable to them, a remedy for this evil is difficult. However, as their parents' perception of the advantages of education increases they will be more willing to exercise self-denial and to put up with present inconvenience to secure them to their children.

6. * I am happy to state that there has been a cheering improve-

---

* *Extract from Captain Candy's Annual Report for* 1838.

" Much progress cannot yet be expected. The masters are not persons who have been trained to the work of teaching, but persons who being out of employ and possessing sufficient knowledge of reading, writing, and ac-

ment in the schools during the past year, some of the old masters have improved by practice, and the new ones that have been appoint-

---

counts to qualify them to teach the rudiments of learning, have taken to the work for a livelihood. They are consequently, not very efficient: some of them indeed are barely able to teach even the rudiments. Persons of competent abilities and education will rarely be found to take the office of village Puntojee, an office of low estimation, for the petty sum of 3 or 4 rupees a month. The scholars are, generally speaking children of rude minds, who have not received the advantages of any domestic preparatory discipline and training, to whom therefore the confinement of school is irksome, and the task of learning tedious and laborious. A small number can read, and write tolerably well, more are beginning to read, but the greater number are yet at their sand-boards.

* * * * * * * * *

" I receive monthly reports from the Puntojees countersigned by the Patells and Koolkurnees of the respective villages ; and a Sur-Puntojee is continually moving from school to school to see that the Puntojees are present and attentive, and that the children are making progress. The Sur-Puntojee sends in, monthly, a diary of his procee dings specifying the schools visited by him with the date of visiting, and the number of children found present.

* * * * * * * * *

"The books used are the elementary ones introduced by Captain Shortrede. To a few schools I have given books for more advanced boys, a general supply of books is now required for those who are beginning to read. Ability to read Balbodh is not so much valued and desired, as ability to read Moree."

" The present number of schools is 63, and the number of children learning in them is 860. The number of children in each school varies according to the size of the village and the desire of the villagers that the children should be instructed. The attendance of the children is very irregular during the months that the fields require watching, and many children are absent altogether tending cattle. I have endeavoured, when I have had opportunity, to point out to the villagers, that where there are several boys in a family, all might have an opportunity of learning if they were sent in turn to tend the cattle, so that they who tend the cattle one day should go to school the next day, and so on alternately. The number of children in some of the schools is so reduced, that if more do not soon attend, the Puntojees should be removed.

" Of the 63 Puntojees 60 are Brahmins and 3 are Shoodrus ; three are receiving 5 rupees monthly pay ; two receive 4½ ; forty-eight receive 4 ; nine receive 3½ ; and one receives 3.--The Sur-Puntojee receives 10 rupees pay. It was established as a rule that the parents should pay one anna for each child, but some of the Puntojees complain that they do not receive it. There are no doubt cases in which from great poverty the payment of even this small sum presses hard upon the parents, but generally speaking the payment of one anna must be quite within their power.

Of the children that attend, 230 are Brahmins, 380 are Koonbees or cultivators, 34 are Sonars, 37 are Wanes.—The rest are of the Talee, Tambolee, Tumbut, Lohar, Kansar, Sootar, Simpee, Salee, and various castes,—of the Muhar and Chambar castes there are 17.

" In conclusion I beg to state that though these schools are not calculated to communicate much learning, I do not see reason to doubt that they will impart to the villagers ability to check the different accounts in which they are concerned, and thus to protect themselves from fraud and exaction. They may also be made the channel of a degree of moral instruction.

ed have undergone a stricter examination before appointment, and are considerably superior in qualifications. A few of them were formerly scholars in the Government schools. The qualifications that I require in candidates for the situation of Village Schoolmaster are ability to read and write both the Balbodh and Moree characters, and an acquaintance with arithmetic as for as the Rule of Three. There are several of the old masters who want the last qualification, but as I have now furnished them with a book of Arithmetic, I have required them to qualify themselves in it."

7. " The range of Education in the Village Schools is of course not very extensive. — All that is aimed at, is to give the children an ability to read, write, and keep accounts, so that they may be able to protect themselves from fraud and imposition, and also such a degree of moral instruction as may be practicable."

8. " In a few of the schools the masters of which were formerly pupils in one or other of the regular Government Schools, the Catechism of Geography and Grammar are taught. I am glad to *encourage* this wherever a wish for it is expressed, but it is no where *required.*

9 " I may mention the school at Jejooree as superior to all the others. The master was educated at Poona and is a very intelligent, willing and active Teacher. Since he was appointed, the school contains more than double the number that attended it under the former master, and the progress is satisfactory.

10 " I may instance also Morgaum, to which a young man was appointed master who had been educated in the Government School at Sassoor. He collected a school of upwards of sixty scholars in a very short time, and when I inspected it I was much pleased with the result of his diligence in the progress of his pupils.

11 " The masters are remunerated according to their own qualifications, and the number and progress of their scholars. The pay of the schoolmaster at Jejooree has been raised to 8 rupees. That of the masters at Morgaum, Soopa, Weer, and Sassoor is 6. The pay of the rest varies from 5½ down to 3 rupees.

12 " It is a rule that the children whose parents can afford it, should give an anna monthly to the master, but the proceeds from this source are small.

13 " The nature of the superintendence exercised in the schools, continues the same as was detailed in my first annual Report of them. I receive monthly reports from the masters, countersigned by the Patell and Koolkurnee ; and the Sur-Puntojee is engaged in moving from school to school to see that the masters are at their posts and doing their duty. He reports to me all occurrences.

14 " The greater part of the schools have been personally inspected since the beginning of the year by myself and Ramchundur Shastree. The progress in most of them was greater than I expected to find.

15 " These schools were established on the rule that the Villa-

gers should themselves supply books for their children. This rule permitted the introduction of books which are not in accordance with the Government principles of education, but all such have been removed and only such books as are furnished by Government are allowed to be used. A list of the books now authorized to be used is appended to this Report. * A revised edition of a small work on agricultural subjects is now going through the press for their use.

16 " The schools are held in a Dhurumsala, a temple, or chowrie, or veranda shed, according to the accommodations of the Village.

* * * *

18 "The number of children according to their castes is as follows;

Brahmin.	Purbhoo.	Suonar.	Wanee.	Koonbee.	Simpee.	Talee.	Sootar.	Saleo.	Kasar.	Puraet.	Nhawee.	Gosavee.	Goorun.	Booroor.	Mhar.	Chamar.	Ghurshee.	Ramoosee.	Maung.	Moosulman.	Total.
335	1	43	83	428	30	7	11	13	19	2	16	6	11	1	7	15	1	5	1	23	1058

19 " Of these about one-half can read and write more or less; the others are still at their lessons on sand boards.

20 " The state of these schools is on the whole, I think, as satisfactory as could be expected, considering the irregular attendance of the scholars, the limited qualifications of the master, and the infrequency of European supervision. They are accomplishing the end which Government had in view in establishing them. The rising generation of Ryots will be able to protect themselves from frauds and peculations of corrupt Native Officials, and will be able to look into their accounts themselves.

21 " In my Report of last year, I made a suggestion that if Government were disposed to extend the boon of Village Education to other districts it might make the services of the Village Joshee as a member of the *Bara Bulooten*, available for this purpose. In addition to the bulooten, I suggested that he might receive a small sum out of the *gaumkhurch*, as a remuneration for teaching. The subject is under the consideration of Government. I beg to

---

* A List of Books now used in the Poorundhur District Village Schools.

Lughoo Hitopdesh.
Junawarchen Wurnun.
Neeti Durpun.
England Delineated.
Esop's Fables.
Watsurachee Gosht.
Lokanchen dakh jaoon sakh yene.
Bal Mitur.
Dialogues on Geography.
Ball Wyakurn.
Bhoogol Widya.
1 Volume of Jervis's translated Course of Mathematics.
Poornank.
Directions for the rearing and treatment of Mulberry trees and Silkworms.

suggest here that where the Joshee may not be a resident in the Village, or may be unwilling to undertake the office, one of the Koolkurnee's family might be appointed.

CI. Mr. Eisdale in his Report, dated September 1841, gives a favorable account of the Poorundhur Village Schools, which exhibit in the course of the year an increase of 264 pupils. The total number being 1058 in Captain Candy's Report of May 1840, and 1322 in Mr. Eisdale's Report of 1841. The master of the Jejoory School was again brought so favorably to our notice, that we recommended that his pay should be increased from Rupees 8 to 10 monthly, a measure which your Honorable Board was pleased to sanction.

6.

STATE OF EDUCATION IN THE INDIGENOUS SCHOOLS THROUGHOUT THE PRESIDENCY.

CII. At an early stage of our deliberations we experienced the want of detailed information relative to the present number and condition of Indigenous Vernacular Schools, and the proportion which these bore to the total population. We considered that without information on these points, we could not satisfactorily judge of the real amount of good effected by the Government Schools, or rightly determine those districts to which it was of importance that the assistance of Government should be chiefly extended.

CIII. With the view of compassing these objects, we framed the Tabular Form in Appendix (H,) and caused it to be translated into Marathee and Guzerathee. We then distributed lithographed copies of this table to the different Collectors, accompanied with a Circular Letter, requesting that these blank forms might be filled in of all the villages in their respective Collectorates by the Native Functionaries, and returned to our office.

CIV. These tables have been returned from two or three of the Collectorates, and after all shall have been received, we shall lose no time in considering the information which they may convey, and which, we trust, to be able in our next Report to present in an abstract form.

CV. It will be apparent to your Honorable Board, that in conducting these measures we have been principally guided by that minute of Sir Thomas Munro, in which in 1822, he originated and made applicable to the Madras territories a similar course of inquiry; and it is perhaps hardly necessary to remark that we have not entered on a procedure so important, without having considered the results of that analogous inquiry set on foot by the Bombay Government in 1824, or without having given our attention to the Report of a personal inquiry into the state of Indigenous Vernacular Schools in Bengal and Behar, conducted by Mr. Adams in 1835 and1836.

CVI. On this subject it only remains for us to observe that it is our expectation in consequence of these inquiries to be enabled to give a satisfactory reply to the latter part of the following extract from the Honorable the Court of Directors' Despatch, No. 18, dated 23d June 1841, communicated to us on the 4th September last.

" The second Report of the Superintendent of the Government Schools in the Collectorates of Poona, Ahmednuggur, Sholapore, and the two Concans, as well as of the Village Schools in the Poorundhur District, gives us reason to hope that useful elementary instruction is in the course of communication to a considerable body of the people at a trifling charge to the State. At the same time although the number * of boys receiving education at the Government Schools is large, yet we presume it must be insignificant in proportion to the population of the districts in which the Schools are situated and we should wish to know whether any

* Collectorate Schools 42, Children 2844
Poorundhur Schools 61, Children 759

and what provision is made by the natives themselves, for the education of those of their children who do not receive instruction from the schools supported by the Government."

7.

LOCAL COMMITTEES.

CVII. On the 5th Septemter 1836, a Circular Letter was addressed by Government to the Collectors of the different Zillas on the subject of the Government Vernacular Schools under their respective control; and in the 2d paragraph of that letter, attention was called to the good which had been effected in some localities by Committees of influential Natives having been constituted for the superintendence of the schools, and it was suggested that much benefit might be anticipated from the general adoption of this plan.

CVIII. We are fully impressed with the important advantages that will result to the Government Schools from the constitution of Committees, whose members shall by their occasional visits, practically exhibit the interest which they take in the success of the schools, and act as a stimulus to the industrious, and a check to the indolent master.

CIX Entertaining these views we have not failed to turn our attention to this important matter, and as a measure preliminary to the expression of our sentiments, we deemed it necessary to ascertain the extent to which the Government instructions of 1836 had been carried into effect.

XC. From the replies already received to the letters addressed by us on this subject to the Collectors of Zillas, we regret to learn, that in the greater number these Committees have not been constituted.

CXI. We shall therefore take an early opportunity of maturely considering the subject, and of submitting to your Honorable Board some specific suggestions

relative to the constitution of Local Committees in the different towns in which Government Schools have been established ; — remarking only at present that in offering those suggestions we shall carefully avoid proposing the introduction of measures, in any way calculated to interfere with that scheme of executive superintendency which has been laid down in our Regulations : — for we believe that the free working of these Regulations is perfectly compatible with the full advantages of visiting Committees.

8.

THE PREPARATION OF CLASS BOOKS FOR ENGLISH AND VERNACULAR SCHOOLS.

CXII. In the month of February 1841, our attention was specially called to the 38th paragraph of the Minute of the Right Hon'ble the Governor General, dated November 24th, 1839 ; in which the advantages of co-operation of the different Presidencies, in the preparation of a series of Class Books, are set forth.

CXIII. With the object of working out these views we addressed Professors Orlebar and Bell, Captain Candy, Mr. Eisdale, and Assistant Professor Ball Shastree, and requested from each a report of his opinion relative to the Class Books now in use in our Schools, and invited their suggestions in regard to the introduction of others.

CXIV. These reports received our attentive consideration, and having drawn up a memorandum of what occurred to us, we constituted a Committee consisting of Professors Orlebar, Harkness, Bell, Captain Candy, Mr. Eisdale, and Assistant Professor Ball Shastree, and submitted for their deliberation our memorandum and the several reports already adverted to. — When we shall have received the report of the conjoint deliberation of these Gentlemen, we shall again give our

best attention to the subject, and put ourselves in correspondence with the Committee of Public Instruction in Calcutta, with the view of conducting those ulterior arrangements to which our present proceedings are introductory.

9.

BOOK DEPOSITORIES.

Depository of the Elphinstone Native Education Institution.

CXV. To form a collection of books suitable for the different kinds of schools was one of the original objects of the Native Education Society, and the several Reports of that Society exhibit in detail the origin and the progressive increase of the Depository of the Elphinstone Native Education Institution, Appendix (I), will shew the state of the Depository as it stood in the Quarterly Return ending December 31st, 1841, submitted to us by the Committee of the Institution.

CXVI. It has been brought to our notice by Captain Candy, that the prices of many of the books in this Depository are so high as to operate as a bar to their ready diffusion in the different schools. The high price of many of these books has been caused by the circumstance, that the amount of the reward given by Government to the Authors has been added to the cost of publication, and as the amount of these rewards was in many instances considerable, the price of such works has been in proportion. With the view of determining to what extent a deduction in these prices is advisable, we have submitted the subject for the consideration and report of a Committee consisting of Professors Harkness and Bell, the Secretary to the Institution, Framjee Cowasjee, Jugonnath Sunkersett, Mahomed Ibrahim Muckba, and Ball Shastree, Esquires. We trust to be able in our next Report to communicate the result of these deliberations.

Depository of the Poona Sanskrit College.

CXVII. This Depository was formed in January 1840, with the view of facilitating the distribution of books in the Vernacular Schools in the Deccan, and it has been chiefly supplied with books printed at the lithographic Press of the Sanskrit College.

CXVIII. This Press was established in March 1839, from funds derived from re-modified arrangements in the Sanskrit College, and with the object of supplying the Government Schools with class books at a cheap rate.

CXIX. Its operations have been conducted with much activity, and Appendix (K), will show the state of the stock in hand as exhibited in the Quarterly Return ending 31st December ; and Appendix (G), will show the expenses incurred on account of the Lithographic Establishment.

CXX. We have lately, with the view of effecting a unity of operations between the two Depositories, advised a mutual transference of books, when the deficiencies of one and the surplus stock of the other Depository render such a measure beneficial to both.

10.

BOOKS OF REFERENCE ON EDUCATION.

CXXI. With the view of placing at our command all accessible sources of information regarding Public Instruction, we felt that it was very desirable, that we should be supplied with copies of all Official Reports relative to Education in the United Kingdom, India, and the Colonies ; also of the best works on Education in England, America, and the Continent of Europe. In consequence, with reference to the Official Reports we solicited in July 1841, through your Honorable Board,

the assistance of the Hon'ble the Court of Directors, and adopted other measures for obtaining the more accessible works. We have been much gratified in learning that the Hon'ble Court have been pleased liberally to meet our wishes.

11.

FINANCE.

CXXII. Detailed statements of the Accounts of the Board of Education from the period of its constitution to the 31st December 1841. of the Elphinstone Native Education Institution and the Clare and West Funds for the year 1841, with statements of the expenses of the Government District Colleges and Schools, as they stood in May 1841, will be found in Appendix (G.)

CXXIII. We would take this opportunity of refering to that letter of your Honorable Board which transmitted a copy of the 32nd paragraph of a letter No. 18, of the 23rd June 1841, from the Honorable the Court of Directors, in which we are instructed to compare the expenditure on account of Native Education in 1839, with that presently incurred, and to state whether we think it advisable to fix a limit to the disbursements to be made for the general purposes of Education, and if so, the amount of additional assistance that we would consider necessary.

We have adopted the measures necessary for procuring the information requisite to enable us to form a judgment on this important subject, and we shall lose no time in attentively considering it, and communicating our sentiments in a separate report.

CXXIV. In conclusion we would beg to express our general acknowledgements for the ready co-operation which we have experienced in the conduct of our

proceedings from the Gentlemen with whom we have been associated, or brought into correspondence.

We have the honor to be,

Hon'ble Sir,

Your most obedient Servants,

Signed. W. C. Bruce,
W. R. Morris,
John McLennan,
Jugonath Sunkersett,
Joseph Glen,
Mahomed Ibrahim Mukba,
Jamsetjee Jejeebhoy,
C. Morehead, *Secy.*

10th March, 1842.

No. 1223 OF 1842. *General Department.*

To

W. C. BRUCE, ESQUIRE,
W. R. MORRIS, ESQUIRE,
JOHN MCLENNAN, ESQUIRE,
JUGONATH SUNKERSETT, ESQUIRE,
MAHOMED IBRAHIM MUKBA, ESQUIRE,
JOSEPH GLEN, ESQUIRE,
JAMSETJEE, JEEJEEBHOY, ESQUIRE,
C. MOREHEAD, ESQUIRE.

GENTLEMEN,

I am directed by the Hon'ble the Governor in Council to acknowledge the receipt of your letter dated the 10th ultimo, submitting a Report of your proceedings in connection with Education from the constitution of your Board in April 1840, to the end of December 1841, and to observe that this Report is for the most part avowedly historical, the object being to place on record the origin of each Institution, and thus to trace from its source the growth of the progress which has hitherto been effected, and to deduce therefrom the existing condition, and the state of advancement which has been attained.

2. As a record of the past, and as forming the foundation on which other and similar educational superstructures may be hereafter raised, this retrospective detail cannot but be regarded by Government, both as useful and interesting, and as well calculated to answer the end which your Board state has been held in view, of

placing in a condensed form all the information which has hitherto been scattered over separate and detached Reports, and thereby affording an opportunity for a complete and comprehensive review.

3. Impressed with these considerations, the perusal of the Report has, I am desired to state, proved both edifying and satisfactory, and following the order in which the different Institutions are enumerated, His Honor in Council considers it will be sufficient briefly to notice the changes in each, which have been introduced or which are at present in contemplation, as affording the best insight into the principles on which the operations of your Board have been founded.

THE ELPHINSTONE NATIVE EDUCATION INSTITUTION.

4. The introduction of the system of requiring a fee from the scholars whose circumstances will admit of its payment, would appear to have met with as much success as might have been anticipated, — one half of the pupils who attend the Institution complying with the requisition.

5. The draft of Regulations to be prepared for the same Institution is, I am directed to state, of primary importance, and most essential to its prosperity and welfare, and from the early introduction of which the most beneficial effects cannot fail to ensue. Government will therefore be glad to learn that this object has been successfully accomplished, and that the defects noticed have thereby been at once removed.

6. The total number attending the Institution is stated to be 681, though from the result deduced from those attending the examinations, the number given is only 579.

7. The course of Education pursued seems to rest on correct and sound principles, and the general character of the examination appears good and creditable.

8. The Vernacular School Department is divided into three branches according to the language taught.

Thus, Marathee having three schools and pupils.	366
„ Goozrathee also three schools and pupils.	315
„ Hindoostanee one school and pupils.	44
making an aggregate of pupils. . .	725

9. The examination seems on the whole satisfactory, but I am desired to state that the deficiency of Books which is referred to by your Board, should be early removed, — since no such draw-back should be allowed to exist, more especially in Institutions situated as these are, and where a very different result might be expected.

10. The testimony borne to the exertions of Mahomed Ibrahim Mukba, and the striking proof of his liberality and zeal in the cause of education noticed in the 22d paragraph of your Report, is quite in accordance with the well established character of that most respectable Individual, and well deserves the acknowledgments and praise of Government, and which His Honor in Council requests you will have the goodness to convey to him.

11. Of the English Schools at present established under this Presidency, the first is the Poona English School, the report on which, from which extracts are now given, formed an accompaniment to your former Secretary, Dr. Bird's letter of the 24th, August 1840, (No. 33), and on the concluding observations set forth in which, Government were pleased to determine that Captain Candy should be made a member of the School Committee at Poona, an intimation being made to him that he was to communicate with the Committee as to the best manner of admitting into the English School, Maratha Scholars from the Vernacular Schools, when capable of passing an examination in their own language, as a measure well calculated to

advance the interest of the English School and of the Vernacular Schools associated with it.

12. On this point moreover the sentiments of the Hon'ble Court were likewise conveyed, as set forth in the 28th paragraph of their despatch of the 23d June 1841, and which had special reference to this arrangement, though quoted by your Board in your 44th paragraph, as bearing upon the innovations there noticed.

13. As regards the Tannah English School, the information also is already before Government, and calls therefore for no remarks as respects the past, but the measures in progress as intimated in the 31st paragraph of your Report seem judicious, and Government will anxiously await the further recommendations aiming at its amendment. Whilst as regards the Panwell English School, adverted to in the succeeding paragraph, effectual and early measures for its amelioration would seem to be urgently required.

14. On the next subject noticed by your Board in the 33d paragraph of your Report, I am desired to state that the correspondence therein referred to has already passed through Government, and its sentiments on the subject of the extension of English Education under this Presidency, conveyed in the letter to the Supreme Government of the 4th, December 1840, of which a transcript formed an accompaniment to my letter to the Secretary to your Board of the same date. The subsequent letters from the Supreme Government of the 16th December 1840, and that from this Government of the 13th February 1841, to your Secretary's address, serve to complete the correspondence, and to mark the interest which Government felt in the recommendations offered by Captain Candy, and to which you are properly anxious to give much prominence.

15. As bearing upon the same Report and more particularly the suggestion contained in the 68th paragraph, I am desired to call the attention of your Board

to my letter of the 29th December 1840, in which the measures adopted were explained.

16. The result of all this discussion is found in the arrangements effected and reported in the 40th and 42nd paragraph of your Report, and which would seem to bear out the doubts which existed whether adequate means were available for the introduction of the measure proposed.

17. The rules prepared and promulgated with the view to the introduction of a uniform system in the operations of the English Schools, and more particularly the clauses referred to in your 44th paragraph as innovations, seem to His Honor in Council well adapted to the purpose designed, and the distinction to be established by which distinguished scholars in the Vernacular Schools are to be admitted as Government pupils, will, it is to be hoped, operate in the way desired. The subjection of the English Schools to the periodical examination of the Superintendents over the Vernacular Schools is also fully approved of by Government.

18. Of the Poona College Report from which so lengthened an extract is given, a copy was submitted with your Acting Secretary's letter of the 9th December 1840, and on which the opinion of Government was recorded in my reply of the 28th of the same month (No. 4253.)

19. Of the changes further notified in the subsequent Report or that from the 1st May 1840, to the 30th April 1841, the greater part has been submitted to Government and received their sanction, and the remodelling of the Institution, by which a considerable modification was effected in the stipendiary system, was also introduced under the cognizance of this Government, whilst as respects the extension of English learning to the students of the College, Government conceive that the arrangement effected by your Board is the best and most judicious which could have been followed.

20. The information contained in the statement appended to Captain Candy's Report explanatory of the disposal of the services of the students brought up at the College, and thereby shewing the practical results of the course of education hitherto pursued, is, I am desired to state, certainly of a very useful character, and its utility is at once evinced by the deduction drawn by your Board and the good effects to be anticipated from it.

21. With reference to the 57th paragraph of your Report, I am desired to inform you that the nomination of Bhow Doctor, as a Teacher of practical surgery in the College, was made consequent on the peculiar qualifications possessed by that individual, as explained in the 31st paragraph of Captain Candy's Report of the 5th June 1840, and the situation therefore formed a place of reward for his individual merits, and it is consequently a question whether any successor should be appointed; at all events the vacancy should not be filled up without a person as eminently qualified being found to succeed him.

22. Government concur in the expressions of satisfaction conveyed to Captain Candy on the result of the examination as reported under date the 8th October 1841, and also in the encomiums passed by your Board on the continued, zealous and watchful interest evinced by the Superintendent in the management and control of the Institution.

23. Of the Vernacular Schools established in the Districts, the report transmitted is only favorable in that portion which has been subjected to the vigilant control and superintendence of an active Superintendent, and your Board, consequently, contemplate the judicious measure of establishing a like superintendence over the remaining divisions, and which cannot fail of being creative of beneficial effects. Thus of the Deccan, and Southern and Northern Concans, a satisfactory statement of the schools established, and of their pro-

gress in the right direction is given, whilst of those in Guzerat the report is very unsatisfactory. In Candeish the number is very limited, and in the Southern Mahratta country the information at present possessed seems to be too scanty to admit of a very accurate description being afforded,

24. The further report from Mr. Eisdale, which comes down to the 30th, April 1841, seems on the whole satisfactory, though the intimation in your 75th paragraph in regard to the necessity for abolishing the School at Pimpulgaon, would appear to bear a different tendency, though this drawback is more than counterbalanced by the additions noted in the next paragraph.

25. Of the prospective projects for the amelioration of the Vernacular Schools, the following would appear to be the principal measures.

Extension of superintendence, in which it is highly gratifying to find that the Professors have, as was anticipated, given their support,

The preparation of a series of Regulations, translated into Marathee and Goozrattee and generally circulated through the schools, effect being given to them from the 1st January 1842.

The allotment of these schools into three Divisions.
Deccan and Candeish.
Northern Concan and Guzerat.
Southern Concan and Southern Maratha Country,

Temporary assignments of the superintendence have been made for the present year, and which will be made permanent when the result of the Reports submitted has been determined.

Native Superintendents also to be regulated in the same manner.

26. The principles which have regulated your Board's proceedings, and which are set forth at length in paragraphs 88 to 98, omitting the consideration of the nomination of Local Committees, and which is

separately introduced in the sequel of your Report, would seem to preclude the difference of opinion to which you refer in your 87th paragraph. Whilst the course of instruction indicated in the continuation of the 98th paragraph, as extracted from Captain Candy's Report, seems to embrace all that can be required.

27 The Poorundhur Village Schools constitute an experiment on a much more extended scale, and one contemplated to test the feasibility of the general introduction of education amongst the agricultural and laboring classes of the community. With reference to the concluding paragraph of the extract from Captain Candy's Report, I am desired to state that Government, acting on the proposition therein made, called for information in regard to the extension of the Village Schools in the Poona Collectorate, with a statement shewing the number of Schools required in each Purgunnah and the number of Joshees willing to undertake their charge, as well as the terms on which they would consent to do so, together with those in which School masters could be established in the villages in which the Joshees declined to act, but, that on further consideration Government did not deem it expedient to incur the expense that would attend the adoption of the measure proposed.

28. The further information promised in your 104th paragraph in regard to the state of the Indigenous Schools throughout the Presidency, and the result of the inquiries, and the measures to be taken for the nomination of Local Committees, will be anxiously awaited by Government.

29. His Honor in Council desires me to observe that the preparation of a set of Class Books for both English and Vernacular Schools, is also still a desideratum, and one the successful accomplishment of which is much to be desired. While the arrangements connected with the Depositories for Books will form the subject of a future report.

30. The ready acquiescence of the Hon' ble Court in complying with the solicitation from your Board for a supply of Books of reference, His Honor in Council observes, is gratefully acknowledged. Whilst in regard to Finance, the correspondence which has recently passed, and the sanction conveyed in the letter from the Supreme Government of the 16th February 1842, by which the sum of rupees (1,25,000) One Lac and twenty-five thousand, is definitely fixed as the total amount to be annually expended for Educational Establishments under this Presidency, has determined that point.

31. In conclusion, I am desired to convey to your Board an expression of the satisfaction of Government of the manner in which you have thus commenced your important labors, and to inform you that Government confidently assures itself that the system which is now in force will be successfully carried through by your continued exertions, and anxious attention to the great and important ends in view.

32. The Report now before Government is a preliminary report and will always be valuable not only for the information it conveys, but on account of facility of reference. The next and further reports will doubtless be interesting and important.

33. His Honor in Council is pleased to direct that the present Report be printed together with this reply of Government thereto, and requests that the Board will undertake the printing, forwarding a supply of copies to this Department.

I have the honor to be,

Gentlemen,

Your most obedient Servant,

Signed. W. R. Morris,

Secretary to Government.

Bombay Castle }
13th April, 1842. }

APPENDIX.

APPENDIX A.

ELPHINSTONE NATIVE EDUCATION INSTITUTION.

English Department.

PROFESSORS.

A. B. Orlebar, Esquire.
John Harkness, Esquire.
William Henderson, Esquire (absent on leave.)
John Bell, Esquire.

ASSISTANT PROFESSORS.

Ball• Gungadhar Shastree, Esquire 1st.
Nowrojee Furdoonjee, 2nd.

Assistant Masters.

Number		Caste.	Where Educated.	When Appointed.	Whence Transferred.	Amount of Pay.	Age.	Total Service.
1	A. J. de Silva . . .	Portuguese.	Government Engr. Institution Poona, and N. E. S. School. . . .	15thMar. 1835	From the class of West Scholars.	80	24	6 yrs. & 9½ mos.
2	Merwanjee Dadabhoy .	Parsee . .	N. E. Society School.	7th Aug. 1841	Elphinstone Scholars .	50	24	nearly 5 months.
3	Ramchunder Wassoodew	Purbhoo .	N. E. Society School.	1st Jan. 1839	From West Scholars .	45	24	3 years.
4	Narryen Shewsunker. .	Purbhoo .	N. E. Society School.	1st Jan. 1839	From W. & C. Scholars	40	23	3 years.
5	Ramchunder Dinanath.	Purbhoo .	N. E. Society School.	1st Jan. 1839	From 1st cl. N. E. S. S.	35	24	3 years.
6	Ragoonath Jugganath .	Senoy . .	N. E. Society School.	1st Jan. 1839	From 1st cl. N. E. S. S.	30	23	3 years.

Number		Caste.	Where Educated.	When appointed.	Whence Transferred.	Amount of Pay.	Age.	Total Service.
7	Bhugwuntrow Pundit .	Brahmin .	Partly by Ball G. Shastree	1st Apr. 1838		25	29	3 yrs. & 9 mos.
8	Syed Mahomed Syed Mudnee. . . .	Mahomedan	N. E. Society School .	1st Jan. 1839	From the 1st Mahomedan class of the N. E. Society School .	23	26	3 years.
9	Gunesh Ramchunder. .	Brahmin .	Poona Govt. School and N. E. S. S. . . .	7th Aug. 1841	From the class of West and Clare Scholars .	20	21	nearly 5 months.
10	Gunoba Ballajee. . .	Khutree. .	N. E. Society School .	7th Aug. 1841	. . . . .	15	26	nearly 5 months.
11	Abdool Wahab . . .	Mahomedan	Fort School. N. E. S S.	1st Apr. 1841	From the 1st class of N. E. Society School. .	10	25	9 months.

Assistants holding Scholarships.

1	Bhawoo Dajee . .	Senoy . .	N. E. Society's School.	1st May 1840	West & Clare Scholars.	40	18	1 year & 8 mos.
2	Ecknuth Govindjee. .	Purbhoo .	N. E. Society's School.	1st Jan. 1839	West & Clare Scholars.	30	23	3 years.
3	Nanabhoy Morojee . .	Purbhoo .	N. E. Society's School.	1st May 1840	West & Clare Scholars.	30	20	1 year. & 8 mos.
4	Dhondoo Junardhan. .	Purbhoo .	N. E. Society's School.	1st May 1840	West & Clare Scholars.	30	21	1 yeas & 8 mos.
5	Bhogeelall Pranvulubdass	Banian . .	N. E. Society's School.	1st May 1840	From being an assistant in the Fort School. .	30	21	1 year & 8 mos.
6	Sorobshaw Dossabhoy.	Parsee . .	General Assembly's Institution and N. E. S. School	1st May 1840	From the class of West and Clare Scholars to which he was attached	20	19	1 year & 8 mos.

7	Sorabjee Merwanjee.	Parsee . .	N. E. Society's School.	1st Sep. 1840	From being an assistant in the N. E. S. School	20	24	1 year. & 4 mos.
8	Hureedass Doolabdass.	Banian . .	N. E. Society's School.	1st Apr. 1841	From being an assistant in the Fort School.	20	20	9 months.
9	Wassoodew Pandoorung	Purbhoo .	N. E. Society's School.	1st May 1840	From the class of West and Clare Scholars.	20	19	1 year & 8 mos.
10	Babajee Suddoba . .	Khutree. .	N. E. Society's School.	1st Apr. 1841	From W. &C. Scholars.	20	20	9 months.

West Scholars.

1	Balcrustna Wassoodew.	Purbhoo .	N. E. Society's School.	1st Jan. 1839	From the 1st class of the N. E. Society's School.	10	20	
2	Gunput Luximon. .	Purbhoo .	Tannah Govt. School and N. E. S. S.	1st May 1840	1st cl. of N. E. S. S.	10	16	
3	Mahomed Ismael Chor-gay	Mahomedan	N. E. Society's School.	1st May 1840	1st cl. of N. E. S. S.	10	16	
4	Dinshaw Dorabjee . .	Parsee . .	N. E. Society's School.	1st May 1840	1st cl. of N. E. S. S.	10	17	
5	Ramchunder Balcrustna	Purbhoo. .	N. E. Society's School.	1st May 1840	1st cl. of N. E. S. S.	10	16	
6	Atmaram Balcrustna .	Purbhoo .	N. E. Society's School.	1st May 1840	1st cl. of N. E. S. S.	10	19	
7	Cowasjee Eduljee . .	Parsee . .	N. E. Society's School.	1st May 1840	1st cl. of N. E. S. S.	10	19	
8	Pootobah Juggonath .	Senoy . .	N. E. Society's School.	1st May 1840	1st cl. of N. E. S. S.	10	17	
9	Rustomjee Furdoonjee.	Parsee .	N. E. Society's School.	1st May 1840	1st cl. of N. E. S. S.	10	19	
10	Gunesh Narayen. . .	Brahmin .	N. E. Society's School.	1st May 1840	2d cl. of N. E. S. S.	10	18	
11	Framjee Muncherjee .	Parsee . .	N. E. Society's School.	1st May 1840	1st cl. of N E. S. S.	10	21	
12	Anunta Ballal . . .	Brahmin .	N. E. Society's School.	1st May 1840	2d cl. of N. E. S. S.	10	16	
13	Framjee Maneckjee. .	Parsee . .	N. E. and Fort School.	1st Apr. 1841	1st cl. of N. E. S. S.	10	17	

Clare Scholars.

Number		Castes.	Where Educated.	When Appointed.	Whence Transferred.	Amount of Pay.	Age.
1	Sorabjee Framjee . .	Parsee . .	N. E. Society's School.	1st May 1840	From the 1st class of the N. E. Society's School.	10	20
2	Purbhooram Bhowanidass	Kuntaree .	N. E. and Fort School.	1st May 1840	1st cl. of N. E. S. S.	10	17
3	Manockjee Hoosunjee	Parsee . .	N. E. Society's School.	1st May 1840	1st cl. of N. E. S. S.	10	19
4	Narrayen Succaram.	Soonar . .	N. E. Society's School.	1st May 1840	1st cl. of N. E. S. S.	10	19
5	Keckabhoy Juggonath .	Purbhoo.	N. E. Society's School	1st May 1840	1st cl. of N. E. S. S.	10	18
6	Dadabhoy Nowrojee.	Parsee . .	N. E. Society's School.	1st May 1840	1st cl. of N. E. S. S.	10	16
7	Nowrojee Cursetjee.	Parsee . .	N. E. Society's School.	1st May 1840	1st cl. of N. E. S. S.	10	20
8	Bomanjee Pestonjee.	Parsee . .	N. E. and Mr. McCarthy's School.	1st May 1840	1st cl. of N. E. S. S.	10	15
6	Wassoodew Narayen	Purbhoo .	N. E. and Fort School.	1st May 1840	From the class of West and Clare Scholars to which he was attached	10	20
10	Narayen Wamunraw	Brahmin .	N. E. and Fort School.	1st May 1840	From the class of West and Clare Scholars to which he was attached	10	19
11	Shewsunker Balcrustna.	Purbhoo .	N. E. and Fort School.	1st May 1840	From the class of West and Clare Scholars to which he was attached.	10	20

12	Atmaram Pandoorung . Janardhun Ramchun-	Vaishya. .	N. E. and Fort School.	1st May 1840	From the 2d class of the N. E. Society School.	10	18
13	der	Purbhoo. .	N. E. and Fort School.	1st May 1840	From the class of West and Clare Scholars to which he was attached.	10	19
14	Nana Atmaram . . .	Senoy . .	Belgaum Mission School and N. E. S. School.	1st May 1840	From the 1st class of the N. E. Society School.	10	17
15	Paulo Francisco Gomes.	Portuguese.	N. E. Society's School.	1st Apr. 1841	From 1 cl. of N. E.S.S.	10	16
16	Cooverjee Rustomjee .	Parsee . .	N. E. and Fort School.	1st Apr. 1841	From 1 cl. of N. E.S.S.	10	22
17	Temoljee Pestonjee. .	Parsee . .	N. E. Society's School.	1st Apr. 1841	From 1 cl. of N. E.S.S.	10	19
18	Goolam Sahed Chorgay.	Mahomedan	N. E. and Fort School.	1st Apr. 1841	From being an Assistant in the Fort School. .	10	21

Honorary Scholars.

1	Keshowrao Narsing. .	Brahmin. .	Government School Poona and N. E. Society School	1st May 1840	From the class of West and Clare Scholars to which he was attached		19
2	Vedadri Sadasan . .	Moodeliar.	Free School Travancore	1st Jan. 1839			20
3	Kaikushreu Framjee .	Parsee . .	In England and N. E. Society's School . .	1st Apr. 1841	From the 1st class of N. E. Society's School.		16

Unendowed Pupils attached to the Classes of Assistants and Scholars.

Number.		Castes.	Where Educated.	Whence Transferred.	Age.
1	John Brown	East Indian.	Free School Travancore.		17
2	Ramchunder Bapoojee .	Brahmin .	Government School Poona .		20
3	Sorabjee Hormuzjee . .	Parsee . .	N. E. Society's School . .	From the 1st class of the N. E. Society's School. . .	16
4	Nowrojee Byramjee. .	Parsee . .	N. E. Society's School. .	From 1st cl. of N. E. S. S.	16
5	Atmaram Mahadewjee .	Purbhoo .	N. E. Society's School. .	From 1st cl. of N. E. S. S.	17
6	Sorvotum Succaram . .	Purbhoo .	N. E. Society's School. .	From 1st cl. of N. E. S. S.	17
7	Crustnarow Pandoorung .	Purbhoo .	N. E. Society's School. .	From 1st cl. of N. E. S. S.	16
8	Sorabjee Nowrojee . .	Parsee . .	N. E. Society's School. .	From 1st cl. of N. E. S. S.	18
9	Dadoba Jonardnen . .	Purbhoo .	N. E. and Fort School. .	From 1st cl. of N. E. S. S.	17
10	Jemsetjee Bazenjee . .	Parsee . .	N. E. Society's School. .	From 1st cl. of N. E. S. S.	18
11	Rustomjee Merwanjee .	Parsee . .	General Assembly's Institution and N. E. S. School .	From 1st cl. of N. E. S. S.	19
12	Jehanghirjee Bazenjee .	Parsee . .	G. A. I and N. E. School	From 1st cl. of N. E. S. S.	18
13	*Manoel Antonio Murzello* .	Portuguese.	N. E. Society's School. .	From 1st Portuguese class of the N. E. S. School .	15
14	*Suddasew Succaram* .	Purbhoo .	N. E. Society's School .	From 1st cl. of N. E. S. S.	17
15	Ragoonath Damother .	Sonar . .	N. E. Society's School .	From 1st cl. of N. E. S S.	18
16	Sorabjee Jemsetjee . .	Parsee . .	Privately and in N. E. S. S.	From 1st cl. of N. E. S. S.	15
17	Framjee Dhunjeebhoy .	Parsee . .	Privately and in N. E. S. S.	From 1st cl. of N. E S. S	16
18	Gunesham Wamon . . .	Senoy . .	N. E. S. and Fort School .	From 1st cl. of N. E. S S	17

Return of Pupils of the English Department of the E. N. E. Institution, arranged according to Castes.
31st *December* 1841.

CASTES.																						AGE.			No. of Boys who pay the fee.
Parsees.	Brahmins.	Purbhoos.	Senoys.	Vaishys.	Sonars.	Cansars.	Khutrees.	Panch Khulshes and Sutars	Simpees.	Gounders.	Mahrattas.	Rajpoots.	Banians.	Kantarees.	Oogra Purbhoos.	Portugueze.	East Indians.	Mahomedans.	Borahs.	Jews.	Josees.	Total.	Ext. Minimum.	Ext. Maximum.	Average.	
255	34	95	41	1	21	12	14	13	11	1	2	2	17	1	2	52	5	31	2	2	5	619*	7	21	14	332†

* Including the 62 pupils belonging to the higher Department the total number attending the Institution is 681.

† Including 9 pay Scholars among the unendowed pupils belonging to the higher Department, the total number paying the fee is 341.

VERNACULAR SCHOOLS OF THE ELPHINSTONE NATIVE EDUCATION INSTITUTION.

Murathee.

Number	Situation.	Schoolmasters and Assistants.	Caste.	Where Educated.	When Appointed.	Whence Transferred.	Amount of Pay.	Age.	Total Service.
							Rs.	Ys.	Years
1	Central, Esplanade . .	Gungadher Shastree, Inspector. .	Brahmin . . .	Private School Poona	1st July 1824.	Not transferred.	60	48	17½
		Narayen Bhut, *Master*	Brahmin . . .	N. E. Society's School	Feb. 1833.	Not transferred.	25	30	8
		Bhikajee Bhasker, *Assistant Master*	Brahmin . . .	N. E. Society's School	October 1833.	Not transferred.	15	25	8
		Janardhan Narrayen, *Master* . .	Brahmin . . .	N. E. Society's School	January 1838.	Not transferred.	7	23	4
		Gunesh Ramchundra, *Master* . .	Brahmin . . .	N. E. Society's School	,, 1840.	Not transferred.	7	24	2
2	Capoor Wady. . .	Gunesh Ramchundra, *Assist. Master*	Brahmin . . .	N. E. Society's School	,, 1838.	Not transferred.	15	23	3
3	Tailors lane	Vishnoo Gungadher, *Master*. . .	Brahmin . . .	N. E. Society's School	June 1837.	Not transferred.	15	23	4

Guzerathee.

4	Central . .	Khimjee Hurjeewun, *Master* . .	Brahmin . . .	N. E. Society's School . . .	Dec. 1832	Cap. Jervis Engr. Inst.	35	42	9

		Furdonjee Jemsetjee, *Assist. Master*	Parsee . .	N. E. Society's School	June 1836.	Not transferred.	15	25	5
		Hurryram Purshotum, *Assist. Master*	Brahmin . . .	N. E. Society's School	Feb. 1839.	Not transferred.	7	30	2
5	Fort . . .	Mooccun Bhut, *Master*. . . .	Brahmin . . .	N. E. Society's School	Nov. 1824.	From Cen. Guz. Schl.	35	38	17
		Vishnooram Wulubhram, *Assistant.*	Brahmin . . .	N. E. Society's School	April 1837.	Not transferred.	15	45	4
		Pranshunker Joshee, *Assistant*. .	Brahmin . . .	N. E. Society's School	January 1841.	Not transferred.	7	30	1
6	Paeedhonee	Ball Govind Bhugwandass . . .	Vaneea . . .	N. E. Society's School	Dec. 1832.	From Cen. Guz. Schl.	15	28	9

Hindostanee.

7	Old Cazee Street. . .	Kahomed Hoosain Khut Khutay . .	Cocanee Mahomedan. . . .	At a private School at Bombay	1st Dec. 1834	Not transferred.	* 30	27	7

* This includes the School-rent and Pay of an Assistant.

Return of Pupils of the Vernacular Schools of the E. N. E. Institution, arranged according to Castes.
31*st December* 1841.

Murathee.

	CASTES.																Total.	AGE.		
	Brahmins.	Shenvees.	Purbhoos.	Khutrees.	Panche Kulses	Josees	Tailors.	Gold-smiths.	Copper-smiths	Vuyah.	Bhundarees	Marathees.	Portu-guese.	Parsees.	Fishermen	Pardeysees		Minimum.	Maximum	Average.
Central	27	46	79	11	12	14	6	34	4	1	9	8	1	2	1	1	256	7	18	12½
Capoorwady	7	7	3	13	18	..	..	7	1	1	1	..	..	2	..	..	60	6	16	11
Tailor's Lane	17	..	..	5	..	..	16	4	5	..	3	..	..	..	..	..	50	5	16	10½
Total . . .	51	53	82	29	30	14	22	45	10	2	13	8	1	4	1	1	366			

Hindostanee.									*Guzerathee.*																				
CASTES.						AGE.			CASTES.																AGE.				
	Kokanee.	Surtee.	Scindee	Dukshunee.	Total.	Minimum.	Maximum	Average.		Parsees.	Brahmins.	Khutree.	Banian.	Bhatiah.	Lohana.	Bhunsala.	Copper-smith.	Washermen.	Moolance.	Tailor.	Mahomedans.	Total.	Minimum.	Maximum.	Average.
Old Cazee Street .	39	1	1	3	44				Central	124	5	4	14	12	5	2	..	..	1	1	2	170	7	18	12½
									Fort.	72	3	..	4	4	2	..	..	..	..	..	..	85	6	15	10½
									Paeedhonee . .	32	1	..	9	..	..	..	5	3	..	..	..	60	7	16	11½
									Total . . .	228	19	4	27	16	7	2	5	3	1	1	2	315			

Abstract of the Numbers in Vernacular Schools.

Murathee Schools.	366
Guzerathee ditto	315
Hindostanee ditto	44
Total. . . .	725

APPENDIX B.

REGULATIONS OF THE GOVERNMENT ENGLISH SCHOOLS IN THE BOMBAY PRESIDENCY.

General Management.

I. The Government English Schools are subject to the general management of the Board of Education.

II. Immediate superintendence is exercised (in accordance with the prescribed Regulations) by a Head Master, subject to the supervision of a Local Committee. Local Committees will remain as at present constituted, or will consist of members specially nominated in each instance.

Terms of Admission.

III. Candidates for admission into Government English Schools, must have a competent knowledge of their vernacular language,* be able to write correctly the current hand in which business is transacted, and have a knowledge of arithmetic as far as the rule of three.—These qualifications will in every instance be tested by examination conducted in accordance with Regulation V.

IV. The periods of admission into Government English Schools are quarterly, viz. in the first week of January, April, July and October.

V. The examination of candidates for admission shall be held by the Head Master of the School, assisted by the Master or Masters of the Government Vernacular School, or Schools of the Town in which the Government English School is located, in the presence of one or more members of the Local Committee, or of parties deputed by the Local Committee.

VI. The names of all boys admitted into Government English Schools, shall be registered in a book kept for that purpose, accord-

* Candidates whose vernacular language is English, must be able to read with facility, to write, and must have a knowledge of arithmetic as far as the rule of three.

ing to form No. I. It shall be the duty of the Head Master to keep this Register with care and accuracy and to observe strictly the form prescribed.

VII. Scholars of Government English Schools (subject to the exceptions in Regulations VIII and IX.) shall provide themselves with the common class books used in the schools, and shall each pay a monthly fee of *eight annas*, payable in advance.

The fee shall be paid between the 5th and 20th of each month and scholars neglecting to make the required payment, shall be obliged to discontinue their attendance, unless satisfactory explanation of the omission, be given.

VIII. Boys who have highly distinguished themselves in any of the Government Vernacular Schools, and whose names have been favourably brought to the notice of the Board of Education by Superintendents of Government Vernacular Schools, will, if desirous, be admitted into Government English Schools, free of all payment, and be permitted to continue their attendance under the honorary title of Government pupils, so long as they shall continue to evince industry and assiduity.

IX. Candidates qualified for admission into Government English Schools, but unable on account of poverty, to pay the regulated fee, and provide the common class books, will be admitted free of all payment. Such candidates, however, must present, respectively, a certificate of inability on account of poverty, to pay the fee, from a respectable householder of their native town, or of the town in which the English School is located. These certificates must in every instance be countersigned by a member of the Local Committee, and be filed and carefully preserved as school records, and vouchers of the accuracy of the register.

Scholars.

X. The branches of knowledge taught in the Government English Schools, are English Reading and Writing, Geography and the use of the Globes, History, Moral Instruction, Arithmetic, Algebra, and Geometry. The extent to which these branches shall be pursued and the books to be used for instruction, will be, from time to time, determined by the Board of Education.

XI. It shall be a special object of attention on the part of Masters of Government English Schools, to encourage the pupils in maintaining, and if possible, adding to that knowledge of their vernacular language which they possessed on admission into the English School.

With the view of effecting this most important object, the scholars of the two upper classes, shall be frequently practised in ren-

dering (*viva voce* and in writing) passages of English works into their vernacular languages, and *vice versa* ; and all written exercises in composition shall be performed, both in English, and in the vernacular language of the scholar.

XII. The hours of attendance in the Government English Schools, shall be fixed by the Local Committees, subject to the confirmation of the Board of Education.

XIII. There shall be attendance at the schools every day, except on those noted in the memorandum No. 9, and on holidays granted by the Local Committees in conformity to local usage.

XIV. Scholars absenting themselves for more than three successive days, without leave of absence from the Head Master, unless from sickness or other satisfactory reason, shall be obliged to discontinue their attendance.

XV. Scholars whose attendance is habitually irregular and whose conduct is refractory, shall be suspended by the Head Master, and reported to the Local Committee, with a view to their expulsion from the school.

XVI. The Head Master shall record in the Register, all instances of suspension and expulsion, and the reason why it has been enforced.

Scholars suspended in accordance with Regulatiou XIV, will be re-admissible, if satisfactory grounds for anticipating amendment can be shewn. Scholars expelled in accordance with Regulation XV, are not again admissible into a Government English School.

XVII. Scholars, on leaving a Government English School, will be supplied with an extract from the School Register, and a certificate of general character and proficiency, signed by the Head Master.

XVIII. Scholars leaving a Government English School and applying for re-admission, shall, if the period of absence exceed one month, be subjected again to an examination in accordance with Regulations III, IV, and V.

Masters.

XIX. Masters of Government English Schools will (if compatible with the interests of the school) be allowed one month's leave of absence, in each year, without any deduction from their regular salaries. Head Masters applying to the Board of Education for leave of absence, must state the arrangement proposed for conducting the duties during their absence. Assistant Masters must apply for leave of absence, to the Board of Education, through

the Head Master who shall state the manner in which it is proposed to conduct the duties of the Assistant Masters during their absence.

XX. Masters requiring leave of absence, from indisposition duly certified, for a longer period than one month, shall (after having been allowed one month's leave, free of deduction) be subject for the first quarter, to a deduction of one-fourth of their salaries, and for the second quarter to a deduction of one-third.

The terms on which leave of absence will be granted on sick certificate, for a longer period than the above, will be specially determined in each instance by the Board of Education.

XXI. Masters of Government English Schools, absent on leave on private affairs beyond the period of one month free of deduction, in accordance with regulation XIX. shall be subject to a deduction of one-half of their salaries for a period of six months ; beyond which time the terms of further leave, will be specially determined in each instance by the Board of Education.

XXII. In all instances of leave of absence granted to Masters of Government English Schools for a longer period than one month, the Board of Education will direct the arrangements considered necessary for the performance of the absentee's duties.

XXIII. The Head Master shall keep or cause to be kept with accuracy and care, a monthly return of all the classes in the school, according to form No. 2. These shall be systematically filed, and carefully preserved as school records.

XXIV. The Head Master shall transmit a quarterly return brought up to the last day of December, March, June and September, respectively, to the Board of Education through the Local Committee. This return shall be according to form No. 3. and shall be transmitted before the 5th of January, April, July, and October, respectively.

XXV. The Head Master shall submit for the sanction of the Board of Education, through the Local Committee, a half yearly indent, according to form No. 4, for books and articles of school furniture required for the use of the school. These indents shall be transmitted before the 15th of January and the 15th of July of each year.

XXVI. The Head Master shall attend to the careful preservation of all books presented by Government, or received from other quarters for the School Library. These books shall be placed in a suitable book-case in the school room, or other more appropriate adjoining room, should there be one. —An accurate catalogue

of these books shall be kept, and they shall be issued for the use of the boys of the school, subject to the regulations in the annexed memorandum No. 5.

Superintendents.

XXVII. The Superintendents of the District Vernacular Schools, shall at the time of their annual tours of inspection, examine and report upon, for the information of the Board of Education, the Government English Schools, in their respective Divisions.

XXVIII. The Superintendent shall hold a private examination of the school, or one in the presence of the Local Committee, should the members be desirous of attending. At this examination, the boys to whom prizes ought to be awarded, will be selected, and the presentation of these prizes, will be made by the Local Committee (or Party deputed by them) at a public examination of the school, to be formally held for that purpose, on an early subsequent day.

XXIX. The Superintendent shall make a report to the Board of Education, of the Government English Schools in his Division, observing the forms No. 6, 7, and 8. He shall also, under the title of Remarks, report on the following points, in the order in which they are here recorded.

1st. To state the number present at the examination in the respective classes according the subjoined form.

Classes	1	2	3	4	5	6	7
Numbers							
						Total	

To report the general state of progress of each class, specifying those of the prescribed branches, which have been neglected and those in which the proficiency has been worthy of notice.

2nd. To record the general appearance of the boys, whether listless, and indolent, or alert and intelligent, whether sickly looking, or well conditioned.

3rd. To record any circumstances regarding the schoolhouses, the books, the furniture, the school registers, the payment or non-payment of the fees, the increase or decrease of the number of scholars, which may admit of explanation or require greater

amplification than the tabular statement will allow. This information will be chiefly required of any falling off in the number of pupils; and of the regularity of attendance as exhibited in the school file of Forms No. 2.

4th. A list of those boys who have finished their education and have distinguished themselves; also any information that can be ascertained relative to the occupation of boys who have left the school at former periods.—Boys who have appeared remarkably distinguished must be still more specially brought to the notice of of the Board of Education.

5th. A list of the class books used in the school—also in the first report, a catalogue of the books of the School Library, and in subsequent ones, a list of the books that have been added to the Library, from the period of the preceding report. These lists shall be prepared by the Head Master and presented to the Superintendent at the period of his examination, and the Superintendent shall annex his remarks on the general state of the library books, and instruments.

By Order of the Board of Education,

C. Morehead,

Secretary.

Bombay,
October 1841.

No. I. *Register of Boys admitted into the Government English School at*

18

Number.	Names of Boys.	Caste.	Age.	Town of which a Native.	Parents' occupation.	Vernacular School in which educated.	Date of admission.	Class into which admitted.	Date when left and class in which.	Employment which obtained.	General character or acquirement.

* N. B. The numbering to be consecutive from the 1st January to the 31st Dec., of each year.
† The letters G. P. and F. to be affixed to each boy's name, to signify whether he is a Govt., a Pay, or a Free, pupil.

No. II. *Monthly State of Attendance in the Government English School at*

18

No. in Register.	No. of Class.	Division.	Names of the Boys.	Caste.	Age.	‡ 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	No. of days Present.	No. of days Absent.	No on which Leave.	Sundays.	Holidays.	Total of days in the month.	Paid Fee.

(Signed) A. B.
Head Master.

* N. B. The letter G. P. or F. to be affixed to each boy's name, to signify whether he is a Government, a Pay or a Free, pupil.
† Two perpendicular lines, thus, ‖ under date, signify present morning and evening. | present morning but absent evening |. Absent morning but present evening. — absent both
‡ For the initial letter of the days of the week.

No. III. Government English School at *Collectorate.*

Quarterly Return. 18.

Description of Scholars.	January.						February.						March.						Contingent expenses exclusive of Masters' Salaries.			State of Attendance, Regular or otherwise.
	Remained.	Admitted.	Left.	Expelled.	Remaining.	Paid Fee.	Remained.	Admitted.	Left.	Expelled.	Remaining.	Paid Fee.	Remained.	Admitted.	Left.	Expelled.	Remaining.	Paid Fee.	January.	February.	March.	
G.																						
P.																						
F.																						
Total.																						

G. Signifies Government Scholar.
P..... Pay ..... do.
F..... Free ..... do.

(Signed) A. B.
Head Master.

No. IV. *Government English School* *Collectorate.*

Half yearly Indent, for Books and School Furniture for
the half year commencing *and ending,* 18

	Names of Articles.	Date of last supply.	Number supplied.	Number expended since last supply.	Number remaining.	Number required.	Explanatory Remarks.

(signed) A. B.
Head Master

No. V.

Regulations for the issue of Books from the Libraries of Government English Schools.

1. Books will be given out on the days and at the hours fixed by the Head Master.

2. The name of every book issued shall be entered in a Register kept for the purpose, in which the date of issue and return, and the name of the boy to whom issued must be entered.

3. Any boy materially injuring or losing a book shall be obliged to pay the full amount of the value of the book, and, till such amount has been paid, he will not be entitled to receive any other books.

4. An octavo volume shall not be kept for a longer period than a month, and a duodecimo for a longer period than 15 days.

5. All books issued from the Library must be covered with strong paper, and be carefully inspected, when issued, and again when returned.

No. VI. *Government English School* *Collectorate.*

18

No. of School.	Names of Towns.	When established.	Situation, size and general character of the School-houses, whether detached from other buildings or not.	State of repair.	State of School Furniture complete, or defective.	State of School Register, complete or defective.

No. VII. *Government English School* *Collectorate.*

18

No. of School.	Names of Masters.	Description of Masters.	Caste.	Where educated.	When appointed.	Whence transferred.	Amount of pay	Age.	Total service.

No. VIII. *Government English School* *Collectorate.*

Scholars. 18

No. of School.	Description of Scholars.	Estimated population of the Town.	Caste.																Total.	Age.			Number who pay the Fee.	Remarks on the general attendance as learnt from the Masters, File No. 2.
			Brahmun.	Senny.	Purbhoo.															Minimum.	Maximum.	Average.		
	G.																							
	P.																							
	F.																							
	Total.																							

N. B. This will show the state of the School at the period of the Superintendent's examination.

G. Signifies Government Scholar.
P. .....Pay.....do.
F. ....Free .....do.

No. IX.

The following are the Holidays to be given by the School Masters to their pupils.

	No. of days.
Brought forward days.	11
Chitra.	
Vursha Pratipada, 1st day of the year.	1
Ram Nowmee..	1
—	2
Vyshakha.	
Ukshaya Tritiya in the morning..	½
Nri Singha Jayanti, evening..	½
—	1
Ashadha.	
Ekadashis..	2
Kurka Sunkranti.	½
—	2½
Shrawun.	
Nag Panchmi..	1
Shrawun Poornima or the day of Shrawnee on whatever day it may be.	1
Gokul Ashtami.	½
Shrawanee Mondays 4 at half day each. .. .	2
—	4½
Bahdrapada.	
Gunesh Chuturthi. ..	1
—	1
Carried forward days.	11
Ashwin.	
Vijaya Dushmi or Dusra..	1
Dewallie Vudya 14 and 15..	2
—	3
Kartik.	
Dewallie Shoodh 1st and 2nd..	2
Ekadashis.	2
Toolsee's Marriage.. .	½
—	4½
Marga Sheersha.	
Shoodh 1st Great Dewallie evening.	½
Champa Shasti evening..	½
—	1
Poush.	
Makar Sankranti	1
—	1
Magh.	
Shewratri Vudya 14th.	1
—	1
Phalgoon.	
Holee Holidays from 15th to Vudya 5th..	6
—	6
	27½

Beside the above, leave should be granted to all who may apply for it on the occasion of marriage, thread investiture, annual Shradhas or those occurring in the month of Bhadra Pada, or any other ceremony or festival. The School master may in any extraordinary case, give a holiday to the whole school, if he thinks fit, noting the occurrence in the monthly report.

That the boys may have an early breakfast, the school should be dismissed earlier than usual on the days following the fast days in the above list.

APPENDIX C.

ABSTRACT STATE OF THE POONA SANSKRIT COLLEGE AS IT STOOD IN JUNE 1840.

Branches of Study.	Names of Professors and Assistant Professors.	Stipendiary Students.							Non-Stipendiary Students.				Course of Study gone through in the College.
		Remained.	Admitted.	Left.	Total Remaining.	Ages. Maximum	Minimum.	Average.	Remained.	Admitted.	Left.	Total Remaining.	
Nyayu or Logic.	Rughoonath Shastree Purwute, *Professor*. Nursinhacharyu Ok, *Assistant Professor*.	..	..	..	16	25	13	18	..	..	..	12	1st *Class.*—Gudadhuri Uwyuwu, Wyootputtee (*part*), Gudadhuri Suwyubhichar, Sadharun usadharun grunth, Sutprutipuksh grunth, Pramanyuwad. 2d *Class.*—Jagdeshi(*part*),Gudadhuri chutoordush Lukshunee, Sidhant Lukshunee, Samanya nircokti. 3d *Class.*—Dinkuree (*part*), Muthoora Nathee (*part*) Jagdeshi (*part*), Gudadhuri (*part*). 4th *Class.*—Dinkuree (*part*) Turk Sungruhu Mooktawuli, Muthoora Nathee (*part*). 5th *Class.*—Mooktawali Turk Sungruhu.

Jyotish or Astronomy.	Moreshwur Joshee, alias Dada Joshee, *Professor*	..	..	..	16	18	14	16	..	..	..	2	1st *Class.*—*Gruhu Laghuwu, Lilawuti, Beej Gunit*, Sidhant, *Shiromuni Goladhyayu, Gunitadhyayu* ($\frac{1}{4}$), Sobajee Bapoo's comparison of Pooranic Sidhanti and Copernican systems. 2d *Class.* — Lughoo Chintamuni, Lilawuti, Beej, Sooryu Siddhant, Gruh Laghuwu, Siddhant Shiromuni Goladhyayu ($\frac{1}{2}$), Sobajee Bapoo's book. 3d *Class.* — Lughoo Chintamuni, Gruh Laghuwu ($\frac{1}{3}$) Beej ($\frac{3}{4}$) Lilawuti ($\frac{3}{4}$) Siddhant Shiromuni Goldhyayu ($\frac{1}{2}$) S. B. 4th *Class.* — Lughoo Chintamuni, Gruh Laghuwu ($\frac{2}{3}$) Lilawuti (*part.*)
	Assistant Professor — Vacant												
Dhurm Shastru or Law.	Sukharam Shastree, *Professor*	..	..	..	16	20	13	17	..	..	..	3	1st *Class.* — Mitakshura, Wyuwuhar Muyookh, Munoosmriti, Nirnuyu Sindhoo (*part*). 2d *Class.*—Mitakshura Wyuwuhar Munoosmriti. 3d *Class.*—Mitakshura Wyuwuhar (*part*), Munoosmriti. 4th *Class.*—Munoosmriti (*part*). 5th *Class.*—Munoosmriti (*part*).
	Wassoodew Acharyu, *Assistant Professor*.												

133907

Branches of Study.	Names of Professors and Assistant Professors.	Stipendiary Students.							Non-Stipendiary Students.				Course of Study gone through in the College.
		Remained.	Admitted.	Left.	Total Remaining.	Ages. Maximum	Minimum,	Average.	Remained.	Admitted.	Left.	Total Remaining.	
Wyakurn or Grammar.	Chintamun Shastree, *Professor* . . . . Dhond Shastree, *Assistant Professor* . . .	..	..	..	16	21	15	18	..	..	..	10	1st *Class.*—Munoo Ruma (*parts*), Shubd Rutnu (*parts*), Koustoobh (*part*). 2d *Class.*—$\frac{1}{2}$ Koumoodi, $\frac{1}{5}$ Munoo Ruma and Shubd Rutnu. 3d *Class.*—$\frac{5}{12}$ of Koumoodi. $\frac{1}{4}$ of Koumoodi. $\frac{1}{2}$ of Koumoodi. $\frac{1}{3}$ of Koumoodi. $\frac{1}{6}$ of Koumoodi. 5th *Class.*—$\frac{1}{4}$ of Koumoodi. 6th *Class.*—$\frac{1}{12}$ of Koumoodi.
or Belles Letters.	Moreshwur Shastree Sate, *Senior Professor* Wassoodew Shastree, *Junior Professor.*	..	..	..	20	20	14	17	..	..	..	55	1st *Class.*—3 Surgs of Kirat, $\frac{1}{2}$ Surg of Magh, 3 Stubuks of Bharut Chumpoo, Wenee-sunhar Natuk and most of Prutap Roodru. 2d *Class.*—3 Surgs of Kirat, 1 Surg of Magh, $\frac{1}{2}$ Surg of Nueshudh, Wenee Sunhar Natuk, 4 Kande of Ramayun Chumpoo, 3 Stubuk of Bharut Chumpoo and a little Prutap Roodru.

Ulunkar.	Chinhacharyu, *Assistant Professor*												3d *Class.*—3 Surg of Rughoo, 4 of Kirat, 2 of Magh, ½ of Nueshudh, 2 Kande of Ramayun Chumpoo, 2 Stubuk of Bharut Chumpoo. 4th *Class.*—3 Surg of Rughoo, 1 of Kirat, 1 of Koomar, 2 of Magh, 2 of Nueshudh, 1 Kande of Ramayun Chumpoo. 5th *Class.*—4 Surg of Rughoo, 2 of Kirat, 3 of Magh, 1 of Nueshudh. 6th *Class.*—4 Surg of Kirat, 1 of Magh. 7th *Class.*—1 Surg of Rughoo. 8th *Class.*—1 Surg of Koomar.
Wurdyu or Medicine.	Narayun Shastree, *Professor* . . . . . Ball Krishnu Shastree, *Assistant Professor* .	..	..	..	16	20	14	16	..	..	..	..	1st *Class.*—The whole of Madhuw Nidan; 12 Udhyayu of Wag Bhut. The whole of McLennan's translated work on Anatomy, and 10 pages of the work on Fractures. 2d *Class.*—1st Section—2 Udhyayu of Sootru Shareer, 10 of Wag Bhut, 50 pages of McLennan's work on Anatomy. 2d Section — The 1st Kund of Sharungdhur, the whole of Wuedyu Jeewun, 50 pages of McLennan's.
	Total . . .	..	..	..	100	..	..	..	..	..	..	82	

ABSTRACT STATEMENT OF THE POONA SANSKRIT COLLEGE FROM JUNE 1840 TO APRIL 1841.

Branches of Study.	Names of Professors and Assistant Professors.	Stipendiary Students.							Non Stipendiary Students.			
						Age.						
		Remained.	Admitted.	Left.	Total Remaining.	Maximum.	Minimum.	Average.	Remained.	Admitted.	Left.	Total Remaining.
Nyayu or Logic.	Rugoonath Shastree Purwute, *Professor* Nursinh Acharyu, *Assistant Professor* (on leave). Gunesh Shastree, (Acting) *Assistant Professor*.	16	5	4	17	26	14	18½	..	..	..	5
Jyotish or Astronomy.	Moreshwur Joshee alias Dada Joshee, *Professor*. Shunkur Joshee, *Assistant Professor*	16	..	1	15	19	15	17½	..	..	..	3
Dhurm Shastru or Law.	Sukharam Shastree, *Professor* Wassoodew Acharyu, *Assistant Professor*.	16	..	..	16	21	14	18	..	..	..	4

Wyakurn or Grammar.	Dhond Shastree Degwekur, *Professor* Nilkunth Shastree Bhut, *Assistant Professor*	16	1	1	16	22	16	19	..	..	..	18
Ulunkar & Kawyu or Rhetoric and Belles Lettres.	Moreshwur Shastree Sate, *Senior Professor* Wassoodew Shastree, *Junior Professor* Chin Acharyu, *Assistant Professor*	20	2	3	19	21	14	17½	..	..	..	50
Wuedyu or Medicine.	Narayun Shastree Cheoolkur, *Professor* Balkrishnu Shastree, *Assistant Professor*	16	..	2	14	21	15	18¾	..	..	..	2
	Total	100	8	11	97				..	..	..	82

APPENDIX D.

A NOTICE OF SOME OF THE STUDENTS WHO HAVE BEEN EDUCATED IN THE POONA SANSKRIT COLLEGE FROM ITS ESTABLISHMENT TO THE PRESENT TIME.

April 1841.

Number.	Names.	Department.	Rate of Qualifications.	Remarks.
1	Govind Shastree Joonurkur. . . .	Dhurm Shastru.	Oottum.	Now Shastree of the Court of Nuggur.
	Neelkunth Shastree Gargeel . . .	Dhurm Shastru.	Oottum.	Is an Ashrit of Tasgawnkur Jog.
	Govind Shastree Parkhee . . .	Dhurm Shastru.	Oottum	Is an Ashrit of Nana Phurnuwis.
	Muhadew Shastree Akolkur . . .	Dhurm Shastru.	Oottum.	Was for some time Shastree of the Poona Court.
5	Gungadhur Shastree Sate	Dhurm Shastru.	Oottum.	Is employed by Sindia's Surkar.
	Sudashiw Shastree Dane.	Dhurm Shastru.	Mudhyum.	Nirashrit or unemployed.
	Ram Shastree Manduwgunee . . .	Dhurm Shastru.	Mudhyum.	Employed by Baroda Surkar.
	Shree Niwas Acharyu	Dhurm Shastru.	Mudhyum.	Nirashrit or unemployed.
	Ram Shastree Kurarkur.	Dhurm Shastru.	Oottum.	Was treated with great distinction by the Baroda Surkar; at present unemployed.
10	Rung Shastree Chowdhuree . . .	Dhurm Shastru.	Oottum.	Was in the suite of Aba Gokhla, now unemployed.
	Krishnacharyu Hoobleekur . . .	Dhurm Shastru.	Oottum.	Nirashrit or unemployed.
	Winhut Ram Shastree	Dhurm Shastru.	Mudhyum.	Went on pilgrimage on leaving.

	Huree Shastree Gargeel	Dhurm Shastru.	Oottum.	At home.
	Mor Shastree Pundit.	Dhurm Shastru	Mudhyum.	At home.
15	Dada Joshee	Jyotish.	Mudhyum.	Was with Mr.Curnin at Colaba, then with Major T. B. Jervis, and is now acting Professor of Jyotish.
	Balkrishnu Joshee Oundhkur . . .	Jyotish.	Mudhyum.	Went to Bombay to study to be a school-master.
	Bapoo Joshee Newurekur	Jyotish.	Mudhyum.	Is an Ashrit of Balajee Naik Kelkur.
	Vishnoo Joshee Udiwurekur . . .	Jyotish.	Oottum.	Was a Carcoon in the Revenue Line, then Murathee teacher in the College, and is now Professor Elect studying in Bombay.
	Vinayuk Joshee Limuye.	Jyotish.	Oottum.	Now acting Murathee teacher in College.
20	Bala Joshee Shrotree.	Jyotish.	Oottum.	Now practices as a Native Physician.
	Rawjee Tulueekur	Jyotish.	Oottum.	Is at Brumhawurtu.
	Krishnu Joshee Siddh Tekur . . .	Jyotish.	Mudhyum	At home.
	Vinayuk Joshee Baput	Jyotish.	Mudhyum.	Is a teacher of Murathee to Gentlemen.
	Bapoo Joshee Ratunjunkur. . . .	Jyotish.	Mudhyum.	Was employed in the Revenue Survey—since died.
25	Gopal Joshee Kurarkur	Jyotish.	Oottum.	Was employed as a Pundit by some Gentlemen—since died.
	Mor Joshee Sungumeshwurkur. . .	Jyotish.	Mudhyum.	Lives on his Jyotish Writee.
	Jyram Joshee Joonurkur	Jyotish.	Mudhyum.	Follows the profession of a Joshee in Bombay.
	Govind Joshee Dhomkur	Jyotish.	Mudhyum.	Nirashrit.
	Dajee Joshee Raeereekur	Jyotish.	Oottum.	Is of repute as a Joshee.
30	Una Joshee Mirujgaunkur	Jyotish.	Mudhyum.	Nirashrit or unemployed.

Number.	Names.	Department.	Rate of Qualifications.	Remarks.
	Ununt Joshee Musoorkur	Jyotish.	Oottum.	Is an Ashrit of Poorunduree.
	Govind Joshee Kembelkur	Jyotish.	Mudhyum.	Left College and took service as a Puntojee in a Mission School.
	Ramchundru Joshee Sungumeshwurkur	Jyotish.	Oottum.	Is of repute as a Joshee. Was one of the candidates for Professorship 1839. He has an income of his own.
	Shunkur Joshee Wewhare	Jyotish.	Oottum.	Was the successful candidate for Professorship and went to Bombay, but resigned from ill health, is now Assistant Professor.
35	Pandoo Joshee Wujrujogneekur . .	Jyotish.	Oottum.	Is employed in a Lithographic Press in Bombay.
	Ramacharyu Jayphulkur.	Wuedyu.	Oottum.	Practices with repute as a Doctor.
	Ball Shastree Mate	Wuedyu.	Mudhyum.	Practices with repute as a Doctor.
	Neelkunth Shastree Akolkur . . .	Wuedyu.	Oottum.	In an Ashrit of Dabhare.
	Aba Bhut Thorat.	Wuedyu.	Oottum.	Is the Government Murathee School master of Panwell (a superior master.)
40	Nana Gurbola	Wuedyu.	Mudhyum.	Has a situation in the Revenue Survey.
	Gunesh Shastree Padhye.	Wuedyu.	Mudhyum.	Is in the service of the Raja of Sattara as Doctor.
	Gopal Bhut Sate	Wuedyu.	Mudhyum.	Nirashrit or unemployed.
	Bala Gokhla Wuedyu.	Wuedyu.	Mudhyum.	Nirashrit or unemployed.
	Mor Shastree Apte	Wuedyu.	Mudhyum.	Is Schoolmaster to the 5th Regt. N. I.
45	Nana Wuedya Joonurkur	Wuedyu.	Mudhyum.	Practices Medicine at Nuggur.

	Wuejunath Bhut Lawgurkur. . . .	Wuedyu.	Oottum.	Practices Medicine at Poona.
	Chintamun Bhut Wuedyu	Wuedyu.	Oottum.	Is a Shekhdar of the Sattara Government.
	Sukharam Shastree Patuk	Wuedyu.	Mudhyum.	Is an Ashrit of Dajee Saheb.
	Nursinh Shastree	Wuedyu.	Oottum.	Is a teacher of Murathee.
50	Gungadhur Wuedyu	Wuedyu.	Mudhyum.	At home.
	Narayan Bhut Wuedyu	Wuedyu.	Oottum.	Died.
	Vishnoo Bhut Wuedyu	Wuedyu.	Oottum.	Is Schoolmaster of the 21st Regt. N. I.
	Gunesh Shastree Murathe	Wyakurn.	Mudhyum.	Is employed by some Missionary Gentleman.
	Narayun Shastree Guwundi. . . .	Wyakurn.	Oottum.	Got service with some Missionary Gentleman.
55	Krishnu Shastree Gulwanee . . .	Wyakurn.	Mudhyum.	Teaches pupils.
	Nursinh Acharyu.	Wyakurn.	Oottum.	Is an Ashrit of Gudwulkur Raja.
	Dhond Shastree Degwekur	Wyakurn.	Oottum.	Is now Professor of Grammar in College.
	Narayun Shastree Dikshit	Wyakurn.	Oottum.	Died since leaving College.
	Ram Shastree Apte	Wyakurn.	Oottum.	Died since leaving College.
60	Govind Shastree Sate.	Wyakurn.	Oottum.	Is one of the Committee of Purbutty : teaches pupils.
	Raghwacharyu Kalgawnkur. . . .	Wyakurn.	Oottum.	Was treated with distinction at Sattara : teaches pupils at home.
	Bujacharyu Beerikur	Wyakurn.	Oottum.	Has obtained a Wurshasun from the Nizam and Sattara Governments.
	Vishnoo Shastree Bhut	Wyakurn.	Oottum.	Teaches pupils. Is Nirashrit.
	Muhadew Shastree Gurbola. . . .	Wyakurn.	Oottum.	Teaches pupils. Is Nirashrit.
65	Shamacharyu	Wyakurn.	Oottum.	Teaches pupils. Is Nirashrit.
	Krishnacharyu	Wyakurn.	Oottum.	Is without income.
	Narayunacharyu	Wyakurn.	Oottum.	Is without income.

Number.	Names.	Department.	Rate of Qualifications.	Remarks.
	Gopalacharyu	Wyakurn.	Oottum.	Is Assistant Teacher in College.
	Narayun Shastree Bhut	Wyakurn.	Oottum.	Was treated with distinction by Scindia's Government and Baroda: teaches pupils at home.
70	Bhawacharyu	Wyakurn.	Mudhyum.	Is Pooran expounder to Sahurao Ameen.
	Balchundru Dikshit	Wyakurn.	Mudhyum.	Is a Carcoon in the Collector's Department.
	Junardhan Acharyu Waeekur . . .	Wyakurn.	Oottum.	Is an Ashrit of Poorunduree.
	Narayan Shastree Dewdhur. . . .	Nyayu.	Oottum.	Is a Carbharee to the Swamee at Alundee.
	Junardan Shastree Gargeel	Nyayu.	Oottum.	Went to Bombay and studied English, is now Second Master of the Tannah English School.
75	Vishnoo Shastree Baput	Nyayu.	Oottum.	Was in the employ of Mr. Wathen for some years, was subsequently Pundit to Superintendent and Acting Principal of the College. Dismissed.
	Vishnoo Shastree Sate	Nyayu.	Oottum.	Is studying English in Bombay.
	Raghoonath Shastree Punhuti . . .	Nyayu.	Oottum.	Is now Professor of Nyayu.
	Gunesh Shastree Murathe	Nyayu.	Oottum.	Is now Acting Asst. Professor of Nyayu.
	Govind Shastree Tokekur	Nyayu.	Mudhyum.	Is an Ashrit of Scindia.
80	Swameerayu Acharya.	Nyayu.	Oottum.	Has some Sunsthan in his own country.
	Krishnacharyu Munarkur	Nyayu.	Mudhyum.	Is a pensioned Assistant Professor of the College.

	Wishwunath Shastree Ubhyunkur.	Nyayu.	Oottum.	Was treated with great distinction at Baroda. He was over the Dukshuna at Chiturcoot.
	Sumput Raw Shastree	Nyayu.	Oottum.	Was Expounderof Poorans to Gowurdhun Maharaj of Bombay. He has since died.
	Shreeniwas Acharyu Hoobleekur . .	Nyayu.	Oottum.	Was treated with great distinction at Baroda and went to his country.
85	Balkrishna Shastree Murathe . . .	Nyayu.	Mudhyum.	Nirashrit or unemployed.
	Jugunnath Shastree Khandekur . .	Nyayu.	Oottum.	Is Pundit to an American Missionary at Nuggur.
	Seetaram Shastree Moruk	Nyayu.	Mudhyum.	Nirashrit or unemployed.
	Siddheswur Shastree Sungumeshwurkur.	Nyayu.	Mudhyum.	Nirashrit or unemployed.
	Mor Shastree Merhekur	Nyayu.	Mudhyum.	Nirashrit or unemployed.
90	Wuejunath Shastree Goorjur . . .	Nyayu.	Mudhyum.	Expounds Poorans in Bombay to the son of Gowurdhan Muharaj.
	Triwengulacharyu.	Nyayu.	Oottum.	At home.
	Shree Shuelyu Shastree	Nyayu.	Mudhyum.	Is a teacher at Soorapoor.
	Shinguracharyu.	Nyayu.	Oottum.	Left College to teach a Gentleman Canarese.
	Wamum Shastree Nawul	Nyayu.	Mudhyum.	Is at Bruhmhawartu.
95	Neelkunth Shastree Joshee. . . .	Nyayu.	Mudhyum.	Is a Pooran expounder to Bujaba Dada.
	Sudashiwu Shastree Ranure . . .	Nyayu.	Oottum.	Passed an excellent examination in Nyayu, Ulunkur and Dhurm Shastru, and was presented with a dress by Sir James Carnac and treated with much distinction at Sattara and Kolhapoor.

Number.	Names.	Department.	Rate of Qualifications.	Remarks.
	Muhadeo Krishnacharyu.	Nyayu.	Oottum.	Teaches at Soorapoor.
	Nursinhacharyu.	Nyayu.	Oottum.	Is now Assistant Professor.
	Rughoonath Shastree Dantye . . .	Ulunkar.	Oottum.	Has been several years a Pundit to Gentleman, now Asssistant Professor in the College.
100	Apa Shastree Purwuteekur	Ulunkar.	Oottum.	Has obtained a Wurshasun at Sattara, is an Ashrit of Balajee Punt Natoo.
	Atmaram Pundit	Ulunkar.	Mudhyum.	Is an Ashrit of Amba Das Muhazan.
	Sadashivu Shastree Shirwulkur . .	Ulunkar.	Mudhyum.	Is a Pundit to some Gentlemen.
	Hurree Shastree Shrotree.	Ulunkar.	Mudhyum.	Is a Pooran expounder to some native Gentleman.
	Krishnu Shastree	Ulunkar.	Oottum.	Is subordinate teacher in College.
105	Gungadhur Shastree Suhusrubodhee .	Ulunkar.	Oottum.	Is Nirashrit.
	Ram Shastree Uthuwule.	Ulunkar.	Mudhyum.	Is engaged in trade.
	Bal Shastree Dew Tokekur. . . .	Ulunkar.	Oottum.	Is now studying Wyakurn.
	Govind Shastree Shrotree	Ulunkar.	Oottum.	Is a Carcoon in an Ameen Court.
	Muhadeo Shastree Waphgawnkur. .	Ulunkar.	Oottum.	Is a Pundit to a Missionary Gentleman.
110	Balkrishnu Khilkur	Ulunkar.	Mudhyum.	Was a Carcoon in the Collector's Office; since died.
	Shunkur Shastree Gokhle	Ulunkar.	Mudhyum.	Is a Pooran expounder.
112	Wishwunath Shastree	Ulunkar.	Mudhyum.	Is employed in the Revenue Survey.

N. B. There are many who were educated in the Vedas and Vedant but their names are not given. They for the most part subsist by begging or recitation of the Vedas.

APPENDIX E.

RETURN OF THE GOVERNMENT DISTRICT VERNACULAR SCHOOLS FOR THE YEARS 1838, 1839, 1840 AND 1841.

Poona Collectorate.

No. of Schools.	Names of Towns.	When Established.	School-masters Names as they stood in December 1841.	Castes.	Where Educated.	Pay as in 1841.	Contingent Charges.	Number of Scholars in Attendance.			
								1838	1839	1840	1841
1	Poona . . .	June 1826.	Dajee Pandoorung Petheh.	Brahmin.	B.N. E. Society.	20	3	112	103	100	105
2	Poona . . .	June 1826.	Dinkur Ranureh. . . .	Brahmin.	B.N. E. Society.	20	3	106	72	74	80
3	Poona . . .	June 1830.	Pandoo Diwekur. . . .	Brahmin.	B.N. E. Society.	20	3	83	69	65	72
4	Poona . . .	June 1830.	Kooshaba Putwurdhun . .	Brahmin.	B.N. E. Society.	20	3	57	76	67	61
5	Poona . . .	June 1830.	Balkrishna Kanureh . . .	Brahmin.	Poona.	12	3	38	80	55	50
6	Saswar. . .	June 1826.	Naroo Ramchunder Jambekur.	Brahmin.	B.N. E. Society.	15	2	43	65	63	55
7	Soopa . . .	Jan. 1836.	Gnnesh Kashinath Kanikur.	Brahmin.	Poona.	10	2	42	27	50	49

No. of Schools.	Names of Towns.	When Established.	School-masters Names as they stood in December 1841.	Castes.	Where Educated.	Pay as in 1841	Contingent Charges.	Number of Scholars in Attendance.			
								1838	1839	1840	1841
8	Indapoor . .	Nov. 1836.	Raghoo Buchajee Limuyeh.	Brahmin.	B.N. E. Society.	20	..	80	80	75	76
9	Kullus. . .	Feb. 1838.	Ramchunder Gunesh Agasheh	Brahmin.	Poona.	7½	..	15	18	18	26
10	Pabul . . .	April 1838.	Sumbhajee Ghooleh . . .	Maratha.	Poona.	10	2½	..	47	61	55
11	Tullegaon. .	Nov. 1838.	Balkrishna Dew	Brahmin.	Poona.	10	..	..	84	57	52
12	Otoor . . .	Nov. 1838.	Naroo Luximon Baput. .	Brahmin.	B.N. E. Society.	10	..	..	59	40	43
13	Joonur. . .	Oct. 1839.	Vishnoo Sadashiwa Tamhunkur	Brahmin.	B.N. E. Society.	20	..	..	..	145	102
14	Ghoreh. . .	May 1839.	Wittul Ramchunder Putwurdhun.	Brahmin.	Poona.	10	..	..	..	65	43
15	Kher . . .	May 1839.	Raghoo Mahadeo Kelkur	Brahmin.	Poona.	12	..	..	..	71	63
16	Chakun . .	July 1839.	Luximon Rajaram Deo . .	Brahmin.	Poona.	10	..	..	..	69	49
17	Pulus Deo. .	April 1840.	Raghoonath Ramchunder Bhutt	Brahmin.	Poona.	10	..	..	..	45	47
18	Powar . . .	Sep. 1840.	Ramkrishna Trimbuk Nisal	Brahmin.	Poona.	10	..	..	..	..	61
19	Narayengaon .	Nov. 1840.	Ramchundra Bullall Soman	Brahmin.	Poona.	10	..	..	..	..	49
					Total. .	256½	21½	576	780	1114	1138

1	Nuggur . .	Aug. 1832.	Ram Krishun Sadashiwa. .	Brahmin.	B.N. E. Society.	20	7½	77	80	85	113
2	Nuggur . .	Aug. 1826.	Moro Rughoonath Kaleh. .	Brahmin.	B.N. E. Society.	20	7½	93	86	101	87
3	Nuggur . .	Aug. 1826.	Chimnajee Sadashiwa. . .	Brahmin.	B.N. E. Society.	15	7½	71	75	65	79
4	Nassik . .	Aug. 1826.	Govind Trimbuk	Brahmin.	B.N. E. Society.	20	4½	78	79	71	85
5	Trimbuck .	Mar. 1836.	Wittul Punt Risbood. . .	Brahmin.	B.N. E. Society.	20	4½	91	68	73	62
6	Yewuleh . .	July 1837.	Naroo Wittul Phurkeh. .	Brahmin.	B.N. E. Society.	20	4½	88	109	112	119
7	Akoleh. . .	July 1832.	Pandorung Trimbuk Bhuwalkur	Brahmin.	B.N. E. Society.	20	2½	72	82	121	148
8	Kotool. . .	May 1838.	Mookoond Trimbuck Bhuwalkur	Brahmin.	Akoleh School.	10	2½	..	56	40	49
9	Sumgumner .	Jan. 1834.	Kesho Punt Bhaweh. . .	Brahmin	B.N. E. Society.	20	2½	84	76	82	91
10	Shewgaum. .	Feb. 1838.	Junardun Ramchunder Bhut.	Brahmin.	Poona.	12	..	55	59	87	64
11	Rahooree . .	Sep. 1841.	Mahadajee Govind Bhireh.	Brahmin.	Poona.	12	..	..	..	..	65
12	Niphar. . .	June 1841.	Babajee Vinayuk Maskur .	Brahmin.	Poona.	10	..	..	..	..	54
13	Nimon . . .	Dec. 1841.	Gunesh Ramchun dra Muwal	Brahmin.	Poona.	10	..	..	..	..	56
14	Jamkher . .	Aug. 1841.	Nursoo Ragoonath . . .	Brahmin.	Poona.	15	..	..	..	..	68
					Total. .	224	43½	709	770	837	1125

Sholapoor Collectorate.

No. of Schools.	Names of Towns.	When Established.	School-masters Names as they stood in December 1841.	Castes.	Where Educated.	Pay as in 1841.	Contingent Charges.	Number of Scholars in Attendance.			
								1838	1839	1840	1841
1	Sholapoor . .	Mar. 1827.	Naro Bhickajee	Brahmin.	B.N. E. Society.	15	..	95	88	87	85
2	Barsee . . .	Jan. 1831.	Ramkrishna Ragoonath Dewutral	Brahmin.	Poona.	15	2½	45	60	91	126
3	Mohol . . .	Nov. 1836.	Huree Kesho Kaleh. . .	Brahmin.	B.N. E. Society.	15	..	107	95	50	60
4	Marha . . .	Nov. 1836.	Bhalajee Jugonath Agashe.	Brahmin.	Poona.	12	..	45	35	34	45
					Total. .	57	2½	292	278	262	316

Rutnagherry Collectorate.

1	Rutnagherry .	June 1823.	Krishnajee Bullall Somun .	Brahmin.	B.N. E. Society.	20	2½	121	126	131	161
2	Rutnagherry .	Jan. 1827.	Babjee Hursawunt. . . .	Maratha.	Rutnagherry.	12	2½	70	66	95	102
3	Rajapoor . .	Dec. 1830.	Raghoonath Shastree Suteh	Brahmin.	B.N. E. Society.	12	2½	76	60	68	67

4	Gohagur . .	June 1837.	Vishnoo Babjee Saneh .	Brahmin.	B.N. E. Society.	20	4	125	111	99	99
5	Dhabol. .	May 1834.	Balum Bhut Wujheh . .	Brahmin.	B.N. E. Society.	12	5	63	45	44	35
6	Chiploon .	Oct. 1833.	Vishnoo Opadhya Goorjur.	Brahmin.	B.N. E. Society.	20	2½	122	99	98	80
7	Moorood . .	Aug. 1834.	Narayun Ramchundra Kurdikur.	Brahmin.	Poona.	10	2½	62	58	60	36
8	Malwan. .	Nov. 1841.	Gungadhur Ramchundra .	Brahmin.	Poona.	10	..	..	..	..	55
					Total. .	116	21½	639	565	595	635

Tannah Collectorate.

1	Tannah . .	Aug. 1821.	Baba Acharya Shastree *Assistant* Vishnoo Punt Khureh	Brahmin.	B.N. E. Society.	20 & 10	..	..	87	96	94
2	Bassein . .	May 1833.	Dajee Moreshwur . . .	Brahmin.	B.N. E. Society.	12	3	..	71	65	73
3	Panwell . .	June 1831.	Kashinath Khrisna Thorat.	Brahmin.	Poona.	20	6	..	51	62	82
4	Callian. . .	Aug. 1830.	Wittul Abajee Ranureh .	Brahmin.	B N. E. Society.	20	4	..	76	109	108
5	Duhiwellee .	Nov. 1836.	Gunesh Ramchunder. . .	Shenwee.	Poona.	15	3	..	49	39	52
6	Penn . . .	July 1839.	Bal Khrishna Anunt . . .	Brahmin.	Poona.	10	..	..	..	89	81
7	Dhanoo. . .	May 1840.	Damodur Vishnoo Limuyeh	Brahmin.	Poona.	10	..	..	..	75	51
8	Oomergaon .	May 1840.	Chintoo Gopal Patunkur. .	Brahmin.	Poona.	12	..	..	..	50	38

No. of Schools.	Names of Towns.	When Established.	School-masters Names as they stood in December 1841.	Castes.	Where Educated.	Pay as in 1841.	Contingent Charges.	Number of Scholars in Attendance.			
								1838	1839	1840	1841
9	Mhar . . .	June 1840.	Cassinath Bapoojee Ok. .	Brahmin.	Poona.	12	..	..	..	75	81
10	Kelwa Mahim.	June 1840.	Govind Dinkur Chiluleh .	Brahmin.	Poona.	12	..	..	..	75	10
					Total. .	152	16	..	334	735	670

Surat Collectorate.

1	Surat . . .	. . .	Pranshunker Oomanath .	Brahmin.	B.N. E. Society.	19	..	79	60	122	89
2	Surat . . .	. . .	Doorgaram Munsaram . .	Brahmin.	B.N. E. Society.	19	..	86	60	91	125
3	Oolpar . . .	. . .	Echaram Weswanath . .	Brahmin	B.N. E. Society.	19	..	51	25	45	40
4	Mota . . .	June 1830.	Nurbairam Jaishunker . .	Brahmin.	B.N. E. Society.	19	..	61	30	49	59
5	Kurrode . .	April 1838.	Jugjeewun Sadasew . . .	Brahmin.	B.N. E. Society.	19	..	25	25	37	45
6	Cheeklee . .	June 1830.	Hurreeram Asharam . .	Brahmin.	B.N. E. Society.	19	..	40	..	15	15
7	Jullalpoor . .	. . .	Luzemeram Nowrotum. .	Brahmin.	B.N. E. Society.	19	..	34	25	15	15
8	Balsar . . .	June 1830.	Shesprusad Rooram . .	Brahmin.	B.N. E. Society.	19	..	37	30	65	80
9	Bugwara . .	April 1834.	Shewnarayun Nanabhaee .	Brahmin.	B.N. E. Society.	19	..	41	25	18	25
10	Broach. . .	1826.	Mookoondram Asharam .	Brahmin.	B.N. E. Society.	19	..	125	125	136	125
11	Broach. . .	1826.	Pranlal Jeewunram . . .	Brahmin.	B.N. E. Society.	19	..	102	75	106	92
12	Unklesar . .	1830.	Madhewram Umbaram . .	Brahmin.	B.N. E. Society.	19	..	36	50	62	55

13	Aumode . .	1833.	Kesoram Weshonath' . .	Brahmin.	B.N. E. Society.	19	..	51	40	51	54
14	Jumbooseer .	1830.	Vakutram Ujramur . . .	Brahmin.	B.N. E. Society.	19	..	32	30	39	47
					Total. .	246	..	800	600	851	866

Ahmedabad Collectorate.

1	Ahmedabad .	Jan. 1827.	Tooljaram Sookhram . . Goureshunker Krepashun-	Brahmin.	B.N. E. Society.	19	..	60	50	75	94
2	Ahmedabad .	Jan. 1827.	ker	Brahmin.	B.N. E. Society.	19	..	83	40	50	77
3	Dholka. . .	Feb. 1840.	Neerbhairam Govindram .	Brahmin.	B.N. E. Society.	19	1½	26	30	30	55
4	Dhandooka .	Oct. 1840.	Jugunath Geerjashunker .	Brahmin.	B.N. E. Society.	19	1¾	30	30	50	34
5	Gogo . . .	Oct. 1830.	Jaishunker Hurreram . .	Brahmin.	B.N. E. Society.	19	..	48	25	10	15
6	Veerumgaom .	Oct. 1830.	Bhowaneshunker Harreram	Brahmin.	B.N. E. Society.	19	1½	44	20	20	20
					Total. .	114	4¾	291	195	235	295

Kaira Collectorate.

1	Kaira . . .	Jan. 1827.	Luxmenarayun Sevukram .	Brahmin.	B.N. E. Society.	18½	..	79	50	75	37
2	Nerriad. . .	Jan. 1827.	Tooljaram Somanath. . .	Brahmin.	B.N. E. Society.	18½	..	91	30	91	92
3	Mahmodabad .	April 1831.	Runchore Deoram . . .	Brahmin.	B.N. E. Society.	18½	..	14	30	14	22
4	Moomdah. .	Feb. 1832.	Luxmeram Beejlal . . .	Brahmin.	B.N. E. Society.	18½	..	55	30	55	60
5	Kupurwung .	Oct. 1830.	Sheolal Runchore . . .	Brahmin.	B.N. E. Society.	18½	..	75	30	75	30
6	Oomreth . .	Oct. 1830.	Mooranjee Kewulram . .	Brahmin.	B.N. E. Society.	18½	..	53	40	53	38
7	Matur . . .	Aug. 1827.	Tooljaram Umbaram. . .	Brahmin.	B.N. E. Society.	18½	..	70	50	70	29
					Total. .	129½	..	447	260	433	308

Belgaum Collectorate.

Number of Schools.	Names of Towns.	School Masters Pay.			Number of Scholars in Attendance in 1840.	Remarks.
1	Bagulkote	10	..	..	55	Canarese Schools.
2	Kuladghee	9	..	..	..	
3	Badamee	9	..	..	26	
4	Keroor	10	..	..	16	
5	Hoongoond	9	..	..	22	
6	Sowndutty	9	..	..	36	
7	Chikoree	10	..	..	51	
8	Yemkunmurder	10	..	..	54	
9	Cusba Gokah	10	..	..	..	
10	Cusba Belgaum	10	..	..	25	
11	Padshapoor	10	..	..	13	
12	Cusba Beedee	10	..	..	35	
13	Kittoor	10	..	..	36	
14	Nundighur	10	..	..	25	
15	Cusba Sumpgaon	10	..	..	26	
16	Hoongool	10	..	..	20	
17	Neisurgee	10	..	..	31	
	Total	166	..	..	471	

RETURN OF SCHOLARS IN THE GOVERNMENT VERNACULAR SCHOOLS ARRANGED ACCORDING TO CASTES.

June 1840.

Poona Collectorate.

No. of Schools.	Nomes of Towns.	Castes.														Total.	Remarks.
		Brahmins.	Senoys.	Purbhoos.	Sonars.	Kansars.	Vanies.	Oilmen.	Bhundaries.	Moosulmans	Koonbees.	Simpees.	Native Christians.	Other castes.			
1	Poona. . . .	72	..	2	4	..	..	..	..	..	19	..	..	3		100	
2	Poona. . . .	52	..	4	4	..	..	..	..	1	14	..	..	3		78	
3	Poona. . . .	60	..	..	1	.	..	..	..	..	4	..	..	..		65	
4	Poona. . . .	52	..	2	4	..	..	..	..	..	4	2	..	3		67	
5	Poona. . . .	8	..	5	2	..	3	..	..	1	13	15	..	8		55	
6	Poona. . . .	34	..	..	..	..	..	..	..	..	..	..	..	..		34	
7	Saswur . . .	44	.	..	1	..	..	..	..	..	5	6	..	7		63	
8	Soopa . . .	30	..	..	..	..	1	..	..	5	5	..	..	9		50	
9	Indapoor . .	41	..	..	4	..	16	..	..	2	4	..	1	7		75	
10	Kulus . . .	8	..	..	..	..	1	..	..	1	4	..	..	4		18	
11	Pabul . . .	29	..	..	2	2	3	..	..	5	4	5	..	11		61	
12	Tullegaum . .	29	..	..	..	..	5	..	..	..	2	9	..	* 12		57	* Chiefly Googur.
13	Ootoor . . .	32	..	..	..	..	..	..	..	2	2	3	..	1		40	
14	Joonur. . .	103	..	7	2	5	3	..	..	2	9	2	..	12		145	

No. of Schools.	Names of Towns.	Castes.														Remarks
		Brahmins.	Senoys.	Purbhoos.	Sonars.	Kansars.	Vanies.	Oilmen.	Bhundaries.	Moosulmans	Koonbees.	Simpees.	Native Christians.	Other castes.	Total.	
15	Ghore . . .	18	..	..	4	4	..	..	..	..	17	7	..	* 15	65	* Chiefly Kostee and Dhunger.
16	Kher . . .	64	..	..	2	..	..	..	..	..	4	..	..	1	71	
17	Chakun . . .	27	..	..	3	1	6	..	..	10	10	1	..	11	69	
18	Pimplegaum . .	19	..	..	1	..	..	..	..	..	7	1	..	..	28	
19	Pulusdew . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	45	No return of castes received yet
		722	..	20	34	12	38	..	..	29	127	51	1	107	1186	A list of 45 children ready to attend School was sent.

Nuggur Collectorate.

1	Nuggur . . .	61	..	6	2	1	..	..	..	..	5	1	..	9	..	85	
2	Nuggur . . .	55	..	2	2	4	5	..	..	2	11	..	..	20*	..	101	* Chiefly Jaen and Camathy.
3	Nuggur . . .	37	..	..	1	2	..	..	..	8	7	..	..	13	..	68	
4	Nassick . . .	69	..	..	..	..	..	..	..	..	1	..	..	1	..	71	
5	Trimbuck. . .	58	..	..	1	..	..	..	..	1	4	1	..	7	..	73	
6	Yewulen . . .	41	..	..	3	5	..	..	..	3	22	10	..	28*	..	112	* Chiefly Googur and Purdesee.
7	Akoleh . . .	82	..	..	3	..	..	..	..	2	12	1	..	21	..	121	
8	Kotool. . . .	33	..	..	..	..	..	..	..	..	6	..	..	1	..	40	
9	Sungumner . .	51	..	..	2	..	1	..	..	..	2	2	..	24*	..	82	* Chiefly Marwaree and Kutree.

10	Shewgaum . .	58	..	..	..	..	..	..	..	..	8	..	..	1	..	67	
11	Nandoor . . .	4	..	..	3	..	..	..	..	9	2	..	..	1	..	19	
		549	..	8	17	12	7	..	..	25	80	15	..	126	..	839	

Sholapoor Collectorate.

1	Sholapoor. . .	45	..	..	1	..	..	..	..	6	11	..	..	24*	..	87	* Chiefly Purdases.
2	Barsee. . . .	36	..	..	..	4	..	..	..	1	5	..	..	4	..	50	
3	Mohol. . . .	33	..	..	3	1	29	..	..	2	14	1	..	8	..	91	
4	Marha. . . .	9	..	..	3	..	..	..	..	2	8	2	..	10	..	34	
		123	..	..	7	5	29	..	..	11	38	3	..	46	..	262	

Rutnagherry Collectorate.

1	Rutnagherry. .	44	2	4	14	..	36	..	..	6	11	..	..	14	..	131	
2	Rutnagherry. .	3	..	1	7	..	7	..	48	3	16	2	1	8*	..	96	* Chiefly Googur.
3	Rajapoor . . .	42	4	..	3	..	8	..	..	..	4	..	..	7	..	68	
4	Gohagur . . .	82	..	..	11	..	..	..	..	..	1	5	..	..	..	99	
5	Dabhol . . .	38	..	..	..	..	2	..	..	..	..	..	..	4	..	44	
6	Chiploon . . .	29	..	..	2	1	55	..	..	..	..	2	..	9	..	98	
7	Moorood . . .	55	..	1	2	..	..	..	..	1	..	..	..	1	..	60	
	Total. .	293	6	6	39	1	108	..	48	10	32	9	1	43	..	596	

APPENDIX F.

REGULATIONS OF THE GOVERNMENT DISTRICT VERNACULAR SCHOOLS IN THE BOMBAY PRESIDENCY.

General Management.

1. The Government Vernacular Schools are subject to the general management of the Board of Education.

II. Immediate superintendence is exercised over the Schools by an Officer under the title of "Superintendent" aided by an Inspector.

III. The Schools are arranged in three Divisions, and to each Division a Superintendent and an Inspector are allotted. The Divisions are: —

1st. The Deccan and Khandeish, including the Collectorates of Poona, Nuggur, Sholapore and Khandeish.

2nd. The Northern Concan and Guzerat, including the Collectorates of Tannah, Surat, Ahmedabad and Kaira.

3rd. The Southern Concan and Southern Mahratta Country, including the Collectorates of Rutnagherry, Belgaum and Dharwar.

Establishment of Schools.

IV. Schools shall be established only on a petition of the inhabitants of towns, the population of which is estimated at not less than 2,000. The following are the conditions on which the Schools will be established.

1st. There must be an agreement on the part of the petitioners to provide and keep in repair a school-house, the building for which must be suitably situated, and must be sufficiently spacious for the comfortable accommodation of the number of boys expected to attend. The proposed situation and the size of the school-house must be described, and the source from which the funds for its erection (if a new building) are to be obtained, must be stated.

2nd. The petitioners must agree to furnish the school-house with a small plain wooden table, two plain chairs and a plain box with a padlock for the preservation of the school books.

3rd. The petitioners must agree that each boy shall pay one anna monthly, except in cases of well ascertained poverty. *

V. On these conditions having been agreed to, the sanction of Government to the establishment of a school, will be provisionally given, but not finally ratified, till the town shall have been visited by the Superintendent at the period of his annual tour.— When he shall have satisfied himself, that the building prepared for the school-house, is in accordance with the prescribed conditions, and that the number of scholars assembled holds out the prospect of a fair attendance, he shall establish the school by formally presenting the Master to the inhabitants of the town; by giving over to his charge the books and instruments allowed by Government, and by causing the assembled scholars to be registered in the school register No. I. Such proceedings shall in every instance be recorded in the Superintendent's annual report.

VI. To enable the Superintendent to act in accordance with the above regulation, he shall take with him, or cause to meet him on his visit to the town for which a school has been provisionally sanctioned, a trained master qualified according to regulation. XXVII. This Master while travelling with, or proceeding to meet the Superintendent, will be allowed batta four annas daily. Such period of travelling, however, shall not exceed the time necessary to enable the Master in question to be at the town specified, at the same time as the Superintendent. The requisition for the payment of batta shall be countersigned by the Superintendent. The Superintendent shall also take with him the books and other necessaries allowed by Government, for those schools which he expects to establish.

VII. Should, in a town for which a school has been provisionally sanctioned, the terms of agreement regarding the preparation of a school-house and the assemblage of pupils not have been fulfilled, the Superintendent shall suspend all further proceedings in regard to that school and report the circumstances to the Board of Education.

VIII. Should, at any subsequent period the inhabitants of a town in which a school has been established, shew, by neglecting to fulfil the conditions into which they have entered, an indifference

* It is not anticipated that there can be any difficulty in a population of 2,000 anxious for the education of their children providing a plain and suitable school-house. A subscription of two or three annas from each, will provide ample funds for the original cost of the building; and the cost of repairs will be so trifling as hardly to require consideration. The cost of the table, chair and box, will certainly not exceed Rupees 10, a sum which 2, 000 persons interested in the object for which it is required, can have no difficulty in obtaining.

to the advantages derivable from the Government School, that school shall, after a fair trial and warning, be abolished.

IX. To the inhabitants of towns for which a school has been provisionally sanctioned, the Superintendent shall notify (some time previously) the period of his intended visit; in order that the nesessary preparations, may be made and his detention be prevented.

X. The Superintendent during his annual tour shall take every opportunity of visiting the towns which have not applied for schools, but in which the establishment of a school is desirable, and shall explain to the inhabitants the advantages derivable from the schools and the conditions on which they are established.

XI. To every school established in accordance with the conditions laid down in regulations IV. and V. Government will appoint a qualified Master on a fixed salary, and will supply gratuitously the books required for the instruction of the scholars, and will further allow Rs. 2½ monthly for contingent expenses, viz. for keeping the school-house clean and the ground around it neat, and for supplying ink and paper for the poorer scholars.

XII. To schools established before the present date (October 184 1) and not receiving an allowance for contingent expenses, this allowance will not be granted till the inhabitants shall have provided school-houses and agreed to the other conditions in accordance with regulation IV. On this being done to the satisfaction of the Superintendent and duly reported by him, the allowance for contingent expenses will be granted for these schools also.

XIII. The branches of knowledge taught in the Government Vernacular Schools, are reading, writing and grammar of the vernacular language of the province; arithmetic and moral instruction, and such other branches as may be, from time to time, determined on.

XIV. Every boy receiving instruction at the Government Schools, shall pay in advance a fee of one anna monthly, except in instances of ascertained inability, in consequence of poverty. The Superintendent shall at the annual examination, carefully inspect the list of those boys who do not pay the fee, and shall satisfy himself, to the extent of his ability, of the propriety of their exemption. The result of this enquiry to be specialy recorded in the annual report for the information of the Board of Education.

XV. Every boy attending the school shall provide a sand-board for his own use.

XVI. The hours of meeting of the schools shall be from sun-rise till 9½ A. M. and from 2½ P. M. to sun-set.

XVII. The Holidays granted to the scholars shall be according to the annexed memorandum No. 11.

Superintendents.

XVIII. An annual examination of every school shall be held during the course of the cold season of each year by the Superintendent. When, from circumstances it is impracticable for the Superintendent to examine all the schools in his division, he shall depute the Inspector for that purpose, and report the circumstance for the information and sanction of the Board of Education: but in all instances of this kind, the Inspector's account must be embodied in the report furnished by the Superintendent.

XIX. The Superintendent, after having satisfied himself of the condition of the school, at a private examination, shall hold a public examination of the school in the court-house or other public building of the town, and shall invite the inhabitants to be present, and adopt such other measures, as may seem to him advisable, for the purpose of giving the school and the Master a character of importance in the eyes of the inhabitants, and exhibiting the consequence attached to it by Government. At this public examination, the prizes awarded to the deserving pupils shall be presented in such manner as shall appear most suitable to the Superintendent, except in instances, in regard to which, special instructions have been given.

XX. Superintendents, before proceeding on their tour, will, if it appear necessary to the Board of Education be furnished with instructions on points requiring their special attention. Also with a copy of the report of the preceding year, in order that the comparative state of the schools may be distinctly kept in view.

XXI. Each Superintendent shall, as soon as practicable after the completion of his tour, submit to the Board of Education a report of the schools over which his inspection has extended. This report must embrace the heads of information required of the schools, in accordance with the annexed tabular forms Nos. 1, 2, 3, and 4, and must be communicated in these forms. In order that trouble may be saved to the Superintendent, and uniformity ensured, lithographed or printed copies of these forms, will be supplied. These can be filled in on the spot; thus accuracy will be gained, and a great part of the report will be prepared during the progress of the tour of inspection.

XXII. In addition to the information supplied in accordance with the above regulation, the Superintendent shall under the title

of " Remarks" treat of the following points in the order in which they are here recorded. These remarks shall be of every school *seriatim* according to its number. The numbering of the schools in each Collectorate to be separate, and not consecutive through several Collectorates. The number of the school and name of the place where established, is to precede the " Remarks" regarding it.

1st. A short account of the general character of the town, its condition, the occupation of the people, agricultural, commercial or manufacturing. This information shall be recorded only in the first report of the school, unless there be changes in the condition of the town of importance sufficient for notice. A list of the towns in regard to which this information is required will be furnished by the Board of Education to the Superintendent before he proceeds on his tour.

2nd. To state the numbers present at the examination in the respective classes according to the subjoined form.

Classes	1	2	3	4	5	6	7
Numbers.							
						Total.	

To report the general state of progress of the school, specifying those of the prescribed branches, which have been neglected and those in which the proficiency has been worthy of notice.

3rd. To record the general appearance of the boys whether listless and indolent, or alert and intelligent, whether sickly looking or well conditioned.

4th. To record the impression formed of the Master, his energy and general intelligence, his tact, his zeal, or his indifference and his state of health.

5th To record any circumstances regarding the school-houses, the books, the furniture, the school registers, the payment or non-payment of the fee, the increase or decrease of the number of scholars, which may admit of explanation or require greater amplification than the tabular statement will allow. This information will chiefly be required of any falling off in the number of pupils.

XXIII. The Superintendent shall append to his report a general list of the Masters, deserving the commendation of the Board or some other token of approbation. A list of the Masters deserving censure or greater punishment. A general list of those boys (specifying the school to which they belong and the length of their period of study) who have finished their education and

have distinguished themselves, (a copy of which list will be supplied by the Board of Education to the Judicial and Revenue Commissioners, the Judges and Collectors of the districts). Also any information that can be ascertained relative to the occupation of boys who have left the school at former periods. — Any boys who have appeared remarkably distinguished for acquirement and general intelligence, must be still more specially brought to the notice of the Board of Education.

XXIV. The Superintendent shall cause to be prepared an English or Mahratta quarterly return according to form No. 5, for transmission to the Board of Education.

XXV. The quarterly returns, in accordance with the above regulation, shall be forwarded as soon after the 1st January, 1st April, 1st July, and 1st October, as practicable. Should the delay in consequence of the non-receipt of the monthly returns from Masters exceed the 20th of these months respectively, the Superintendent shall report the cause of delay to the Board of Education, but in no instance, without special instruction, shall he forward the return in an incomplete state.

XXVI. The Superintendents shall carefully preserve and file all official returns and communications made to them, or by them.

Masters.

XXVII. No master shall be appointed permanently to any Government Vernacular School, unless he shall have passed an examination before a Superintendent in the following branches, 1st. In reading and writing the vernacular language he is to teach. 2nd. In the higher rules of common arithmetic, in algebra and in mental arithmetic. 3rd. In at least the first thirty-four propositions of Jervis's translation of Huttons Geometry. 4th. In his knowledge of grammar and in his skill in parsing. 5th. In geography as far as the Elementary Catechism goes, and in his knowledge of the maps of the quarters of the world with the geography of India as detailed in the work called Bhugol Khugol, 6th. In the principal events of Mahratta history mentioned in the Catechism of Geography and History of Maharashtra. 7th. He shall also be required to shew proof of his ability to teach, and other acquirements being equal, preference shall be given to those who give satisfactory evidence of their skill to teach.

XXVIII. The monthly pay of regularly trained Masters shall range from 10 Rupees to 20. The intermediate rates being 12 and 15.

XXIX. No Master shall be appointed in the first instance on a higher salary than Rupees 10 and his promotion will depend upon merit, and the occurrence of vacancies in the higher paid schools

XXX. The rate of pay will be fixed generally according to the number of pupils. In schools of 50 and under, Rupees 10; from 50 to 70, Rupees 12; from 70 to 90, Rupees 15; and from 90 and upwards, Rupees 20.

XXXI. The Masters of the higher paid schools shall be liable to degradation to the lower paid schools, in the event of the careless performance of duty, as exhibited in the deficient progress of their schools. In the event of the defect arising from the want of acquirement on the part of the Master, such Master may, if willing, be sent to resume his studies for a period of six or twelve months, receiving during such period of study, the half of his salary. The Superintendent shall make the arrangements which may seem to him necessary for conducting the operations of the school, during the absence of a Master thus circumstanced. Masters proving themselves subsequently unfit for their duties will, after fair warning, be liable to dismissal.

XXXII. The schools shall be conducted according to the system laid down in the Treatise on the Management of Schools after the Lancasterian system published by Captain Molseworth, subject to the modifications specially directed by the Superintendents, who will be required to report all material modifications they may direct, for the information of the Board of Education.

XXXIII. Each school shall be supplied with two register books, of fixed size and form, these books are to be numbered 1, and 2, and are to be very carefully preserved by the Master. These register books when filled up, shall be replaced by new books by the Superintendent at his annual visit, or at other times if requisite. The old books are to be transmitted carefully to the Board of Education for preservation in the Board's Office. In order that full effect may be given to this regulation, the Master shall report to the Superintendent at least two months before the new books will be required.

XXXIV. In the Book No. 1, the Master shall enter the admission of every boy into the school, according to form(No. 6.) The margin of the Book shall be appropriated for an index in which the names of the boys shall be alphabetically entered, and the page of the book in which they are registered, be noted. In the Book (No. 2), the Master shall keep a daily state of his school according to form No. 7. He shall also enter a monthly abstract according to form No. 8. and a memorandum of contingent expenses and other items according to form No. 9. He shall enter in No. 2. a memorandum recording the visits with the dates thereof paid by the Superintendent, Inspector, or any of the Government Functionaries; also a memorandum of any punishment he may have found it necessary to inflict.

XXXV. The Masters shall forward, on the 3rd of each month to the Superintendent, a copy of the monthly abstract according to form to No. 8. and the memorandum according to form No. 9.

XXXVI. Applications from Masters for leave of absence for more than one month (within which period it shall be left to the discretion of the Superintendents to grant leave and to make the consequent necessary arrangements,) shall be forwarded for sanction to the Board of Education through the Superintendent. The application must state the periods between which leave is solicited, and the Superintendent who forwards it, shall be required to report the manner in which it is proposed to conduct the operations of the school during the Master's absence.

XXXVII. No Master shall have the power of expelling a boy from his school; in instances in which he considers such a punishment desirable, he shall report the circumstances to the Superintendent, and that Officer shall give the instructions which seem to him required.

By Order of the Board of Education,
C. MOREHEAD,
Secretary.

BOMBAY,
October, 1841.

No. I. *Schools* *Collectorate*,

18

No. of School.	Place.	When established.	Situation, size and general character of the School-houses, whether detached from other buildings or not.	State of repair.	State of School Furniture, complete, or defective.	State of School Registers complete or defective.

No. II. *School Masters* *Collectorate.*

18

No. of School.	Place.	Name of School Master.	Caste.	Where educated.	When appointed.	Whence transferred.	Amount of pay.	Age.	Total service.

No. III. *Collectorate.*

Scholars. 18

No. of School.	Description of Scholars.	Estimated population of the Town.	Caste.														Total.	Age.			Number who pay the Fee.	Remarks on the general attendance as learnt from the Masters, Register No. 2.
			Brahmuns.	Senoys.	Purbhoos.	Sonars.	Kunsars.	Vanees.	Oliman.	Bhandaries.	Moosulmans.							Minimum.	Maximum.	Average.		

No. IV. *Collectorate.*

18

Names of Books.	Schools.																
	*																
	Remaining.	Expended.	Required.	Remaining.	Expended.	Required.	Remaining.	Expended.	Required.	Remaining.	Expended.	Required.	Remaining.	Expended.	Required.		
* In these spaces the names or numbers of the Schools are to be entered.																	

No. V. *Quarterly Return.* *Collectorate.*

18 .

Number.	Place.	January.					February.					March.					Remarks on the state of general attendance by the Boys.
		Remained.	Admitted.	Left.	Remaining.	Paid Fee.	Remained.	Admitted.	Left.	Remaining.	Paid Fee.	Remained.	Admitted.	Left.	Remaining.	Paid Fee.	

No. VI. *Kusba.* *Collectorate.* *Master.*

School Register.

18 .

No.	Names of the Boys.	Caste.	Age.	Date of Admission.	Into what Class Admitted.	Date when left the School.	To pay one Anna fee.	General Character and Acquirement during attendance at the School.

N. B. The numbering to be consecutive throughout each year, commencing 1st January, and ending 31st December.

No. VII. *Kusba* *Collectorate* *Master*

Monthly State 18 .

No. in Register.	No. of Class.	Division.	Names of the Boys.	Age.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

‖ Under the day of the month signifies that the boy has been present, both morning and afternoon. .| Absent morning, present afternoon. |. present morning and absent afternoon .. absent both morning and evening.

No. VIII. *Kusba.* *Collectorate.* *Master.*

Abstract of daily Attendance. 18

No. in Register.	No. of Class.	Division.	NAMES.	Caste.	Age.	Number of days present.	Number of days absent.	Number of days leave.	Sundays.	Holidays.	Total of days in the Month.	Paid Fee.	ACQUIREMENTS.

No. IX. *School.* *Collectorate.* *Master.*

Monthly Memorandum. 18 .

Contingent Expenses.	Memorandum of Furniture, Books, &c.	Abstract of Castes.	Memorandum of students admitted, and left.	Remarks.

No X.

The following are the Holidays to be given by the School Masters to their pupils.

	No. of days.
Chitra.	
Vursha Pratipada, 1st day of the year.	1
Ram Nowmee..	1
	— 2
Vyshakha.	
Ukshaya Tritiya in the morning..	½
Nri Singha Jayanti, evening..	½
	— 1
Ashadha.	
Ekadashis..	2
Kurka Sunkranti.	½
	— 2½
Shrawun.	
Nag Panchmi..	1
Shrawun Poornima or the day of Shrawnee on whatever day it may be.	1
Gokul Ashtami.	½
Shrawanee Mondays 4 at half day each. .. .	2
	— 4½
Bhadrapada.	
Gunesh Chuturthi. ..	1
	— 1
Carried forward days.	11

Brought forward days.	11
Ashwin.	
Vijaya Dushmi or Dusra..	1
Dewallie Vudya 14 and 15..	2
	— 3
Kartik.	
Dewallie Shoodh 1st and 2nd..	2
Ekadashis.	2
Toolsee's Marriage.. .	½
	— 4½
Marga Sheersha.	
Shoodh 1st Great Dewallie evening.	½
Champa Shasti evening..	½
	— 1
Poush.	
Makar Sankranti	1
	— 1
Magh.	
Shewratri Vudya 14th.	1
	— 1
Phalgoon.	
Holee Holidays from 15th to Vudya 5th..	6
	— 6
	27½

Besides the above, leave should be granted to all who may apply for it on the occasion of marriage, thread investiture, annual Shradhas or those occurring in the month of Bhadra Pada, or any other ceremony or festival. The School Master may in any extraordinary case, give a holiday to the whole school, if he thinks fit, noting the occurrence in the monthly report.

That the boys may have an early breakfast, the school should be dismissed earlier than usual on the days following the fast days in the above list.

APPENDIX G.

BOARD OF EDUCATION.

Dr. *Abstract Account of Receipts and Disbursements from 1st January to the 31st December 1840.* *Cr.*

1841					1841				
Jan. 1st	To Balance of last Annual Account . . .	3,52,630	8	1	Dec. 31	By Amount, Monthly establishment	24,640	"	"
Dec. 31	To Amount of Government allowance . .	22,000	"	"	"	Do. Sundries as per detailed statement	813	7	8
"	Do. Interest on the 4 per cent Loan.	14,263	11	5	"	Do. Treasurer's Commission on Receipts	689	2	6
"	Do. Do. on the funds in the hands of the Treasurers to the 31st July 1840	1,031	15	8	"	Do. Books purchased	50	"	"
					"	Do. Books printed	651	8	"
"	Do. Sale of Books	247	1	"	"	Do. Office furniture	153	"	10
"	Do. Subscriptions collected at Kaira in 1827 and remitted in this year.	86	8	"	"	Balance viz. Total	27,000	3	"
"	Do. Overdrawn by Hurrydass Doolubdass one of the Assistant Professors	30	"	"		In a Promissory Note No. 10,807 for 1832|33 Co.'s Rs. 2,72,001 " "			
						Do. Do. 6,729 for 1835|36 Do. 40,000 " "			
						Do. Do. 7,211 for 1835|36 Do. 10,000 " "			
						Do. Do. 7,265 for 1835|36 Do. 10,000 " "			
						Do. Do. 7,266 for Do. Do. 10,000 " "			
						Do. Do. 7,267 for Do. Do. 10,000 " "			
						Do. Do. 7,269 for Do. Do. 5,000 " "			
						In the hands of Messrs. Remington & Co. Treasurers . 6,118 10 6			
						In the hands of the Cashier to the Board 170 1 8			
							3,63,289	12	2
	Total	3,90,289	15	2		Total	3 90,289	15	2

Bombay, 31st December, 1841
Errors Excepted.
(Signed) H. N. RAMSAY, *Secretary to the Board of Education.*

We the undersigned have examined this account and do find a balance in favor of the Board of Education in the Bengal 4 per cent Loan, in the hands of the Treasurers, and in the hands of Cashier, amounting to Rupees three lacs, sixty three thousand, two hundred and eighty nine, annas twelve, and pies two.

(Signed) FRAMJEE COWASJEE.
" JUGONNATH SUNKERSET.

(Signed) G. J. JAMESON, *Depy. Mily. Aud. Genl.*
" W. C. BRUCE.

BOARD OF EDUCATION.

Abstract Account of Receipts and Disbursements from 1st January to 31st December, 1841.

Cr. *Dr.*

1841		£			1841				
Jan. 1st	To Balance of last Annual Account . . .	3,63,289	12	2	Dec. 31	By Amount Establishment	32,058	10	4
Dec. 31	To Government annual allowance	22,000	"	"	"	Do. Sundry contingent charges	156	7	7
"	To cash Messrs. Remington & Co. on account current closed to 9th February last	6,163	9	2	"	Do. Stationary purchased	212	9	"
"	To Amount proceeds of books sold . . .	253	14	"	"	Do. Refunded to the Elphinstone Native Education Institution for books, and amount of a Bill of Exchange	311	9	3
"	Do. Empty boxes sold	12	"	"	"	Do. Accountant General's fees on Promissory Notes deposited .	35	14	2
"	Do. Interest gained on the Promissory Notes	14,280	"	"	"	Do. Professor Harkness absentee allowance of 150 £ for one year.	1,500	"	"
"	Do. from Government for the purchase of a Locomotive Steam Engine and model	500	"	"	"	Do. Paid for a Locomotive Steam Engine and model	500	"	"
					"	Do. Books purchased	46	14	"
					"	Do. For Lithographing sundry forms	74	14	"
					"	Do. For binding office Records and Reports, &c	32	"	"
"	Do. Elphinstone Native Education Institution for a bill of exchange on Messrs. Robert Scott Fairlie & Co. for £19 7 1 at 1/11¾d . .	195	9	3	"	Do. Messrs. Remington & Co. on closing account up to the 9th February last	6,163	9	2
					"	Do. Commission paid to the Treasurers	138	12	1
						Rupees	41,231	"	7
					"	Balance viz.			
						A Promissory Note No. 10,807 of 1832|33 for Co.'s Rs. 2,72,001 " "			
						Do. Do. 6,729 of 1835|36 Do. 40,000 " "			
						Do. Do. 7,211 of Do. Do. 10,000 " "			
						Do. Do. 7,265 of Do. Do. 10,000 " "			
						Do. Do. 7,266 of Do. Do. 10,000 " "			
						Do. Do. 7,267 of Do. Do. 10,000 " "			
						Do. Do. 7,269 of Do. Do. 5,000 " "			
						Rupees . . . . 3,57,001 " "			
						In the Bank of Bombay 8,445 8 8	3,65,463	9	"
						In the hands of the Cashier . . . . . 17 " 8			
	Grand Total Rs	4,06,694	9	7		Grand Total Rs	4,06,694	9	7

Bombay, 31*st December*, 1841.

Errors Excepted.

(Signed) C. MOREHEAD, *Secretary to the Board of Education.*

We the undersigned have examined this account, and do find a balance in favor of the Board of Education in the Bengal 4 per cent Loan, in the Bank of Bombay, and in the hands of Cashier, amounting to Rupees three lacs, sixty five thousand, four hundred and sixty three, and annas nine.

(Signed) JOSEPH GLEN. (Signed) W. C. BRUCE.

" JAMSETJEE JEEJEEBHOY. " W. R. MORRIS.

WEST SCHOLARSHIPS.

Cr. *Abstract Account of Receipts, and Disbursements from 1st January to 31st December, 1841.* *Dr.*

1841					1841				
Jan. 1st	To Balance of last Annual Account . . .	18,663	8	3	Dec. 31	By Amount Establishment	1,560	"	"
Dec. 31	To Amount Government allowance . . .	1,124	"	"	"	Do. Messrs. Remington & Co as per account closed to 9th February last	283	8	"
"	Do. Interest gained on the Promissory Notes	570	6	6	"	Do. Accountant General's fee on the deposit of Promissory Notes.	12	0	8
"	Do. Messrs. Remington & Co. on account	283	8	"	"	Do. Messrs. Remington & Co. account Commission	"	5	5
						By Balance viz. Rupees	1,856	4	1
					"	A Promissory Note of 4 per cent No 10,808 of 1832|33 Sicca Rupees 13,300 or Co.'s Rupees . . . 14,164 8 8			
						Do. Do. No. 3,948 of 1841|42 Do. 1,000 " "			
						Rupees 15,164 8 8			
						In the Bombay Bank . . . . . 1,485 15 "			
						Due by the Elphinstone Native Education Institution. 2,134 11 8			
							18,785	2	8
	Grand Total Rs . . .	20,641	6	9		Grand Total Rs	20,641	6	9

Bombay, 31st *December*, 1841.
Errors Excepted.
(Signed) C. MOREHEAD, *Secretary*.

We the undersigned have examined this account, and do find a balance in favor of the Fund of Sir Edward West's Scholarships and prizes, in the Bengal 4 per cent Loan due by the Elphinstone Native Education Institution, and in the Bombay Bank, amounting to Rupees eighteen thousand, seven hundred eighty five, annas two, and pies eight.

(Signed) JAMSETJEE JEEJEEBHOY
" JOSEPH GLEN.

(Signed) W. C. BRUCE.
" W. R. MORRIS.
" JOHN McLENNAN.

CLARE SCHOLARSHIPS.

Cr. *Abstract Account of Receipts, and Disbursements from 1st January to 31st December, 1841.* *Dr.*

1841					1841				
Jan. 1st	To Balance of last Annual Account . . .	26,107	13	6	Dec. 81	By Amount Establishment	2,150	"	"
Dec. 31	To Amount Government annual allowance	1,632	"	"	"	Do. Messrs. Remington & Co. as per account closed to the 9th February last	411	10	"
"	Do. Interest gained on Promissory Notes	819	6	7	"	Do. Do. on account of commission	"	7	11
"	Do. Messrs. Remington & Co. on account	411	10	"	"	Do. Accountant General's fees on the deposit of Notes	13	10	5
"	Do. Refunded by one of the Scholars for 3 months at 10 Rs	30	"	"		By Balance, viz. Rupees	2,575	12	4
					"	A 4 per cent Promissory Note No. 14,004 of 1832|33 Sicca Rs. 19,100 or Co.'s Rupees . . . . . 20,341 8 "			
						Do. Do. No. 3,947 of 1841|42 Do . . . . 1,500 " "			
						Rupees . . . . 21,841 8 "			
						In the Bank of Bombay 1,442 1 6			
						Due by the Elphinstone Native Education Institution . 3,141 8 3			
							26,425	1	9
	Grand Total Rs . . .	29,000	14	1		Grand Total Rs	29,000	14	1

Bombay, 31st December, 1841.
Errors Excepted.
(Signed) C. MOREHEAD, *Secretary.*

We the undermentioned have examined this account, and do find a balance in favor of the Clare Scholarships in Bengal 4 per cent Loan, due by the Elphinstone Native Education Institution, and in the Bombay Bank amounting to Rupees twenty six thousand, four hundred and twenty five, anna one, and pies nine.

(Signed) JOSEPH GLEN.
" JAMSETJEE JEEJEEBHOY.
" MAHOMED IBRAHIM MUKBA.

Signed) W. C. BRUCE
" W. R. MORRIS.
" JOHN McLENNAN.

ELPHINSTONE NATIVE EDUCATION INSTITUTION.

Cr. *Abstract Account of Receipts and Disbursements from 1st Jan. to 31st Dec. 1841.* *Dr.*

1841						1841					
Jan. 1st	To Balance of last Annual Account . . .	621	14	5		Dec. 31	By Establishment . . .	14,296	"	"
Dec. 31	To Amount Government annual allowance.	20,000	"	"			Instalment paid to the West fund . . .	1,760	"	"
"	Do. Annual private subscriptions .	2,402	"	"			Do. Do. Clare fund . . .	1,840	"	"
"	Do. Proceeds of books sold	5,873	8	"			Amount repair of buildings . . .	282	10	"
"	Do. Fees collected from boys of the English School from July to December	2,166	"	"			Do. Books purchased for the Library . . .	57	"	"
							Do. Expended for the publication of Books . . .	2,575	"	"
							Do. Paid for stationary . . .	57	8	"
"	Do. Messrs. Remington & Co. Treasurers on account	2,396	"	"			Do. Sundry contingent charges . . .	620	3	4
							Do. Depositary's commission on the sale of books . . .	434	1	7
"	Do. Deposited by Colonel Sheriff for an Essay on Famine	100	"	"			Do. Books purchased for resale at the depository . . .	2,206	3	4
							Do. Binding sundry books for sale . . .	217	"	"
"	Do. From the Board of Education being the amount refunded on account of a Bill of Exchange and value of certain books paid for in 1840	311	9	3			Do. Collector's percentage on subscriptions collected . . .	228	5	8
							Do. Scientific apparatus purchased for the use of School . . .	360	"	"
							Do. Messrs. Remington & Co. balance due to them on closing account up to the 9th February last . . .	2,396	"	"
							Do. Of prizes to the boys at the last annual examination . . .	1,576	4	2
							Do. Reward to Gungadhur Shastree for correcting proof sheets of sundry works published . . .	50	"	"
							Do. New presses for the Library . . .	195	4	"
							Do. Murathee Globe purchased . . .	60	"	"
							Do. Premium of Insurance on Fire Policy . . .	562	8	"
							Do. Paid to the Board of Education for a Bill on England for £10 7 1 at 1s. 11¾d . . .	195	9	3
							Do. For Lithographing sundry forms . . .	52	"	"
							Do. Commission to Messrs. Remington & Co . . .	58	6	6
							Total . . .	30,079	15	9
							Balance in the Bombay Bank . . . 2,217 3 10			
							Balance in the hands of Cashier . . . 1,573 12 1	3,790	15	11
	Grand Total	33,870	15	8			Grand Total	33,870	15	8

Bombay, 31st *December*, 1841.
Errors Excepted.
(Signed) C. MOREHEAD, *Secretary to the Institution.*

We the undersigned have examined this account, and do find a balance in favor of the Institution in the Bank of Bombay and in the hands of the Cashier, amounting to Rupees three thousand, seven hundred and ninety, annas fifteen, and eleven pies.

(Signed) JAMSETJEE JEEJEEBHOY.
" JUGONNATH SUNKERSETT.

(Signed) W. C. BRUCE.
" H. FAWCETT.

STATEMENT OF EXPENSES INCURRED BY GOVERNMENT FOR ENGLISH AND VERNACULAR DISTRICT SCHOOLS AS THE SAME STOOD IN MAY 1841.

POONA COLLECTORATE.

English School.

No. of Schools	No. of Masters.	District.	Names of Masters.	Monthly Salary.	Monthly Contingent charges.	Monthly Rent.	Monthly Total.	Total Yearly.
	1	Poona	D. A. Eisdale Esq. Head Mr.	480				
	1		Mr. J. Fernandez.	120				
	1		Monitor	10				
1	1		Monitor	8				
	4		Monitors at 6 each	24				
	2		Monitors at 4 each	8				
			2 Sepoys at 5 each	10				
			1 Sweeper	5	.. .. ..	.. .. ..	665	7,980 .. ..

Vernacular Schools.

	4	Poona	4 Masters at 19½ each	78	20			
	2	Poorundhur district	2 Masters at 19½ each	39	4			
	3	Indapoor	3 Masters	27 8 ..	.. .. ..			
			Carried over Rupees	144 8 ..	24	.. .. ..	.. .. ..	.. ..

| | | |

No. of Schools.	No of Masters.	District.	Masters.	Monthly Salary.	Monthly Contingent charges.	Monthly Rent.	Total Monthly.	Total Yearly.
	1	Nassick	1 Master.	19 8 ..	2 8 ..	2		
	1	Sumgumner	1 Master.	19 8 ..	2 8 ..	.. .. ..		
	1	Patoda	1 Master.	19 8 ..	2 8 ..	2		
11	1	Trimbuck	1 Master.	19 8 ..	2 8 ..	2		
	1	Kotool	1 Master.	10	2 8 ..	.. .. ..		
	1	Shewgaum	1 Master.	12	.. .. ..	.. .. ..		
	1	Rahooree	1 Master.	12	.. .. ..	.. .. ..	228 8 ..	2,742 .. ..

CANDEISH COLLECTORATE.

Vernacular Schools.

3	3	Dhoolia Dhurumgaon	2 Hindoos 1 Mahomedan	47	.. .. ..	.. .. ..	47	564 .. ..

SHOLAPOOR COLLECTORATE.

Vernacular Schools.

	1	Sholapoor	1 Master.	15	.. .. ..			
	1	Barsee	1 Master.	15	2 8 ..			

	1	Mohol		1 Master				15	..	..	..	..	..											
	1	Marha		1 Master				10	..	..	2	..	..											
	1	Indee		1 Master				6	..	..	..	..	..											
	2	Modebehall		2 Masters at 5 each				10	..	..	..	..	..											
10	3	Hiperga		3 Masters at 5 each				15	..	..	..	..	..	..	..	..	90	8	..	1,086	..	..			

Northern Concan.

TANNAH COLLECTORATE.

English Schools.

	1	Tannah		Head English Teacher				50	..	..	15	..	..	20										
2	1			English Teacher				45	..	..														
	1			Assistant Teacher				15	..	..														
	1			Portuguese Teacher				15	..	..														
	1	Panwell		English Teacher				34	..	..	9													

Arabic and Persian School.

1	1	Panwell		1 Master				29																

Vernacular Schools.

No. of Schools	No. of Masters.	District.	Masters.	Monthly Salary.	Monthly Contingent charges.	Monthly Rent.	Total Monthly.	Totel Yearly.
	1	Tannah.	1 Master.	20				
	1		1 Assistant Master . . .	10				
	1	Panwell.	1 Master	19				
	1	Cullian	1 Master.	19	4			
	1	Bassein	1 Master.	12	3			
10	1	Bassein	1 Master.	14	.. .. ..			
	1	Sunjan	1 Master Dhanoo . . .	13	.. .. ..			
	1	Sunjan	1 Master Oomergaon . .	12	.. .. ..			
	1	Nusrapoor	1 Master Dhewallee . . .	14	3			
	1	Sanksee.	1 Master Penn	10	.. .. ..			
	1	Raeeghur	1 Master Mahar	12	.. .. ..			
	1	Mahim	1 Master.	12	.. .. ..		411	4,932 .. ..

Southern Concan.

RUTNAGHERRY COLLECTORATE.

| | | |

BELGAUM COLLECTORATE.

Vernacular Schools.

No. of Schools.	No. of Masters	District.	Masters.	Monthly Salary.			Monthly Contingent charges.			Monthly Rent.			Monthly Total.			Total Yearly.		
	1	Belgaum	1 Maratha Master. . . .	40	..	..												
21	20	Belgaum	20 Canarese Masters . .	94	10	9½												
			Contingent charges . . .	..	..	..	1	8	5	..	..	..	136	3	2½			
			Deduct sum reimbursed in proportion per month . .	..	..	..	..	..	..	..	..	..	2	11	5¼			
													133	7	9¼	1,601	13	3

Guzerat.

SURAT COLLECTORATE.

Vernacular Schools.

	1	Surat	1 Master.	19	..	..	..	..	..	5	..	..						
	1	Surat	1 Master.	19	..	..	..	..	..	3	..	..						
	1	Olpar Purgunnah. .	1 Master.	19	..	..	..	..	..	3	..	..						
	1	Mota Kusba . . .	1 Master.	19	..	..	..	..	..	..	12	..						
	1	Bugwara Purgunnah .	1 Master.	19	..	..	..	..	..	1	12	..						

	1	Chicklee Purgunnah.	1 Master.	19	..	..	..	..	..	2	4	..								
	1	Bulsar Purgunnah .	1 Master.	19	..	..	..	..	..	2	..	..								
	1	Kurood Purgunnah.	1 Master.	19	..	..	..	..	..	2	..	..								
	1	Soopa Purgunnah .	1 Master.	19	..	..	..	..	..	1	1	4								
14			For Contingent charges of the above Schools	..	..	..	11	5	10	..	..	..	203	3	2	2,438	6	..		
	1	Broach	1 Master.	19	..	..														
	1	Broach	1 Master.	19	..	..														
	1	Unklesur	1 Master.	19	..	..														
	1	Ahmode	1 Master.	19	..	..														
	1	Jumbooseer . . .	1 Master.	19	..	..	..	..	..	13	8	..	108	8	..	1,302	..	..		

KAIRA COLLECTORATE.

Vernacular Schools.

	1	Kaira	1 Master.	17	6	8½														
	1	Moumda	1 Master.	20	1	¾														
	1	Oomret	1 Master.	18	8	..														
	1	Kupurwung. . . .	1 Master.	18	8	..														
	1	Mahtur	1 Master.	18	8	..														
	1	Mahmodabad. . .	1 Master.	18	8	..														

No. of Schools	No. of Masters	District.	Masters.	Monthly Salary.			Monthly Contingent charges.			Monthly Rent.			Monthly Total.			Total Yearly.		
7	1	Neriad	1 Master.	19	11	7¼												
			Add proportion of charges as per statement	..	..	..	1	10	¼	2	1	11¾	134	15	5½	1,619	8	7

AHMEDABAD COLLECTORATE.

Vernacular Schools.

	1	Ahmedabad . . .	1 Master.	19	..	..												
	1	Rypoor Chickla .	1 Master.	19	..	..												
6	1	Khalapoor, do. .	1 Master.	19	..	..												
	1	Dhundooka . . .	1 Master.	19	..	..				1	12							
	1	Veerumgaon . . .	1 Master.	19	..	..				1	8							
	1	Dholka	1 Master.	19	..	..				1	8							
			Proportion of Rent of the Schools at Rypoor and Khalapoor	..	..	..	..	..	..	3	8	8	122	4	8	1,467	8	..
															Total Rupees.	36,040	5	7

Books supplied from the Depository of the Elphinstone Native Education Institution in 1841.

		Monthly Total.			Total Yearly.		
January 1841.	Principal Collector of Surat	231	5	..			
August.	Superintendent of Government Schools in the Deccan	159	2	..			
September.	Superintendent of Government Schools in the Deccan	355	14	..			
October.	Collector of Ahmedabad.	527	1	..			
October.	Superintendent of Government Schools Poona	283	4	..			
November.	Ball Gungadher Shastree, Esq. for Prizes	200	4	..			
December.	Professor Orleba for Prizes	322	6	..			
					2079	4	..
	Amount average Books supplied from the Depository of the Poona College in 1841 as per Captain Candy's statement	..	..	..	520	12	2½
	Grand Total Rupees. . .	..	..	..	38,640	5	9½

STATEMENT OF EXPENSES OF THE POONA SANSKRIT COLLEGE INCLUDING THE CHARGES OF LITHOGRAPHIC PRESS ESTABLISHMENT.

Poona Sanskrit College.

Number	Designation.	Department.	Monthly Salary.	Total Yearly.	Grand Total.
1	Captain T. Candy . . .	Superintendent	120	1440	1440 .. ..
1	Professor	Wyakurn or Grammar	58	696	
1	Assistant Professor . . .	Wyakurn or Grammar	29	348	1044 .. ..
1	Professor	Jyotish or Astronomy	58	696	
1	Assistant Professor . . .	Jyotish or Astronomy	10	120	816 .. ..
1	Professor	Dhurm Shastur or Law	58	696	
1	Assistant Professor . . .	Dhurm Shastur or Law	29	348	1044 .. ..
1	Professor	Nyayu or Logic.	58	696	
1	Assistant Professor . . .	Nyayu or Logic.	29	348	1044 .. ..
1	Professor.	Ulunkar or Ornamental Literature . .	100	1200	
1	Junior Professor . . .	Ulunkar or Ornamental Literature . .	38 8 ..	462	
1	Assistant Professor. . .	Ulunkar or Ornamental Literature . .	29	348	2010 .. ..

Number.		Department.	Monthly Salary.	Total Yearly.	Grand Total.
1	Professor	Wuedyu or Medicine.	58	696	
1	Assistant Professor.	Wuedyu or Medicine.	29	348	
1	Carkoon		29	348	
100	Students at 5 each		500	6000	
2	Brahmins at 6 each		12	144	
2	Parrekurries at 5 and 7		12	144	
2	Camatees at 5		10	120	
1	Mussalchee		4	48	
1	Sweeper		4	48	
	Sadilwar Khuruch.		19 8 ..	234	8130 .. ..
1	Teacher		19 8 ..	234	
	Sadilwar Expense		5	60 .. .	294 .. ..

Lithographic Press Establishment.

1	Head Pressman		9	108	
3	Under Pressman at 6 each		18	216	
1	Copyist		14 8 ..	174	
1	Corrector and Supt		29 8 ..	354	

	Ink and Sundries			6	8	..	78	..	..			
1	Pressman			9	..	..	108	..	..			
3	Assistant Pressman at 6 each.			18	..	..	216	..	..			
1	Person for preparing Paper &c			5	..	..	60	..	..			
	Ink and Sundries			8	..	..	96	..	..	1,410	..	..
		Total Rupees. . .		..		..	..		..	17,232	..	..

ABSTRACT STATEMENT OF TOTAL DISBURSEMENTS ON ACCOUNT OF NATIVE EDUCATION FOR THE YEAR 1841.

Institutions at the Presidency	75,743	..	9
District Vernacular and English Schools.	38,640	5	9½
Poona Sanskrit College including the Lithographic Press	17,232	..	..
Total Rupees.	1,31,615	6	6½

APPENDIX. H.

Kusba *Purgunnah* *Zillah* 184

Name of Town or Village.	Number of Houses.	Number of Schools.							School Masters.				Schools.		Scholars.					Caste of Scholars with number of each.					Number of Girls attending the School.	Names of Books used in the School.
		Mahrattee.	Guzeratee.	Hindoostanee.	Canarese.	Sanskrit.	Arabic.	Persian.	English.	School Masters Name.	Caste.	Age.	Length of time in the Village.	Monthly pay and the Sources whence derived.	Branches of Knowledge taught.	Building used for School House.	Number Present.	Number Absent.	Age at which they enter the School.	Number of Years that remain at School.	Monthly stipend paid to the Master for each.	Yearly stipend paid by each.	Brahmins.						

N. B. Here to be entered in detail all information regarding the Books used, their names and whence procured and any other important information relative to the mode of instruction followed.

APPENDIX. I.

DEPOSITORY OF THE ELPHINSTONE NATIVE EDUCATION INSTITUTION.

RETURN OF BOOKS ON THE 31ST DECEMBER 1841.

Names of Books.	Number of Copies remaining on the 1st Jan. 1841.	Number of Copies received in 1841.	Number of Copies issued in 1841.	Number of Copies remaining on the 31st Dec. 1841.	Selling price per Copy.		
					Rs.	A.	P.
MURATHEE.							
Beej Gunnit, or Elements of Algebra translated from the works of Dr. Hutton and Bonnycastle, by Lieut. Colonel G. Jervis, late Secretary to the Institution	31	..	31	..	..	..	..
Bodh Kutha, translated from Tarrachund Dutt's pleasing Tales, by Sadasew Cassinath Chutray, late Native Secretary to the Institution. . . .	461	..	399	62	..	8	..
Bodh Wuchum or Advice to Children in Short Sentences by ditto ditto. . . .	718	..	517	201	..	8	..
Kurtavya Bhoomety, or Practical Geometry, translated from the course compiled by Col. Pasley of the Royal Engineers, by Lieut. Col. G. Jervis, late Secretary to the Institution .	234	..	17	217	5	..	..

Names of Books.	Number of Copies remaining on the 1st Jan. 1841.	Number of Copies received in 1841.	Number of Copies issued in 1841.	Number of Copies remaining on the 31st Dec. 1841.	Selling price per Copy.		
					Rs.	A.	P.
Kshetraphul Ghunphul, or Mensuration of Planes and Solids by ditto. ditto . . .	886	..	31	855	..	12	..
Lepeedhara, Containing the Alphabet, combined letters, and a collection of words from one to five syllables, by Pundits in the service of the Institution.	517	1000	581	936	..	4	..
Punchopakhyan, or Pilpay's Fables.	754	..	169	575	3	..	..
Shallapudhatee, A Treatise on the management of Schools according to Lancasterian system of Education by Major J. Molesworth, a late member of the Committee	225	..	20	205	..	12	..
Triconametee, or a treatise on Plane Trigonometry and Mensuration of Heights and Distances with Tables of Logarithmetic Sines, Tangents &c. by Lieut. Col. G. Jervis, the late Secretary	219	..	21	198	2	..	..
Vurnamalla, or School Tables according to the Lancasterian system of Education, by Pundits in the service of the Institution	100	..	9	91	12	..	..
Shickshamalla 1st Vol. A Course of Mathematics by Lieut. Col. G. Jervis, late Secretary . .	396	..	236	160	2	8	..
Ditto 2d, do. ditto ditto. .	12	..	1	11	6	12	..
Esop Neeti Kutha, or Esop's Fables, by Sadasew Cassinath Chutray, late Native Secretary	263	1000	327	936	2	..	..
Shilpavidya, or Treatise on Mechanics from the Library of Useful Knowledge, by Mr. W. Bell	188	..	13	175	8	..	..

Names of Books.	Number of Copies remaining on the 1st January 1841.	Number of Copies received in 1841.	Number of Copies issued 1841.	Number of Copies remaining on the 31st Dec. 1841.	Selling price per Copy. Rs.	A.	P.
Andikarun Bhoometee, or Elements of Geometry, translated from Dr. Hutton's Course of Mathematics, by Lieut. Col. G. Jervis, late Secretary . .	404	..	3	401	2	4	..
Maharashtra Kosh, or a Murathee Dictionary for the use of the Natives, by Pundits in the Service of the Institution . .	256	..	7	249	18	..	..
Poorownee, or Supplement to Murathee Dictionary . . .	424	..	6	418	2	..	..
Murathee Bukhur, or Grant Duff's History of the Marathas, translated by Major D. Capon	537	..	156	381	6	..	..
Kitta, or Specimen for writing.	108	1000	315	793	..	1	..
Sara Sangraha, or Pinnock's Catechism of General Knowledge, by Ball Gungadhur Shastree, Esq., Native Secretary to the Institution . . .	273	..	106	167	..	8	..
England Deshachee Bukhur, or History of England, translated by the European and Native Secretaries of the Institution in 1833, vol. 1st.	683	..	43	640	5	..	..
Ditto. ditto. ditto. vol. 2d.	801	..	33	768	6	..	..
Bhoogole, Khugole, or Dialogues on Geography and Astronomy, by Mr. W. B. Mainwaring and Ramchunder Shastree.	250	..	106	144	4	..	..
Pudarth Vidnan, or Conversations on Natural Philosophy, by Huree Kessowjee, a member of the translating Committee	276	..	45	231	6	..	..
Ball Mitra, 1st vol. or a Selection from Berquin's Children's Friend, by Sadasew Cassinath Chutray, late Native Secretary	592	..	93	499	3	8	..

Names of Books.	Number of Copies remaining on the 1st January 1841.	Number of Copies Received in 1841.	Number of Copies Issued in 1841.	Number of Copies Remaining in the 31st Dec. 1841.	Selling price p.r Copy.		
					Rs.	A.	P.
Mill's British India in 6 vols.	46	..	..	46	31	4	..
Gibbon's Rome in 8 volumes	3	..	..	3	37	8	..
Grant Duff's History of the Mahrathas in 3 volumes	6	..	6	..	..	..	..
Murray's Grammar in 2 vols	68	..	4	64	15	10	..
Anacharsis Travels in 7 vols	6	..	..	6	34	6	..
Bingly's Useful Knowledge in 3 volumes	6	..	2	4	12	8	..
Todd's Rajisthan in 2 volumes	1	..	..	1	100	..	..
Locke on the Understanding	13	..	6	7	6	4	..
Account of India (Abridgment.)	166	..	31	135	1	..	..
Etymological Manual	317	..	41	276	..	3	..
Joyce's Arithmetic	494	..	159	335	1	8	..
Key to Arithmetic	9	..	7	2	1	..	..
Abercrombie on the Intellectual Powers	3	..	1	2	6	4	..
Milton's Poems	7	..	2	5	4	2	..
Auber's British India, in 2 vols	1	..	1	.	..	..	..
Abridgment History of England	858	..	23	835	1	1	..
Sequel to Spelling Book	596	..	187	409	..	8	6
McCulloch's Series of Lessons	39	..	39	..	..	..	..
Arabian Night, 1st volume	18	..	..	18	..	..	..
Forms of different Bills	433	..	13	420	..	3	..
Morrison's Book-keeping	55	..	18	37	3	..	..
Nichol's Geography	80	..	80	..	..	..	..
Universal History	51	..	51	..	..	..	..
McCulloch's Elementary Course of Reading	98	..	98	..	..	..	..
Ditto do. 1st Reading Book.	309	..	309	..	..	..	..
Ditto do. 2d Reading Book.	132	..	132	..	..	..	..
Rees' Algebra	8	..	2	6	6	..	..
Trigonometry	191	..	37	154	..	8	..
Law Book	..	6	1	5	..	..	..
McCulloch's 3d Reading	..	300	300	..	..	..	..
Marshmans' Survey of History 1st	..	30	..	30	1	..	..
Ditto do. do. 2d.	..	30	..	30	1	..	..
Political Economy	..	20	..	20	3	..	..
English Reader, No. 3	..	100	..	100	..	9	..
English Reader, No. 4	..	100	..	100	1	..	..
Catechism of Geography	..	250	..	250	..	4	..

Names of Books.	Number of Copies remaining on the 1st January 1841.	Number of Copies received in 1841.	Number of Copies issued in 1841.	Number of Copies remaining on the 31st Dec. 1841.	Selling price per Copy.		
					Rs.	A.	P.
ARABIC.							
Abdool Ruheem's Poetry. . .	8	..	1	7	3	..	..
Fujnees-ool-Loogant, or Vocabulary	95	..	2	93	..	4	..
Lumsden's Grammar	18	..	2	16	10	..	..
Mukamatool Huriree	8	..	..	8	10	..	..
Arabian Night, volume 1st . .	24	..	5	19	5	..	..
Arabian Night, volume 2d . .	24	..	5	19	5	..	..
MURATHEE AND ENGLISH.							
Kennedy's Dictionary . . .	364	..	30	334	6	..	..
Stevenson's Principles of English Grammar	1720	..	52	1668	4	..	..
Idiomatical Exercises bound. .	83	..	83	..	..	..	..
Ditto ditto stitched. .	92	..	51	41	2	8	..
Exercises in the Moods and Tenses of the English Verbs.	1697	..	405	1292	..	5	..
School Dialogues	..	250	..	250	..	4	..
MISCELLANEOUS.							
Map of the World.	48	..	10	38	1	..	..
Hough's Burman Vocabulary .	3	..	..	3	3	..	..
Ditto ditto Dictionary .	16	..	..	16	5	..	..
Taloolakhan's Turkish Grammar	10	..	..	10	3	..	..
Boutan Dictionary	11	..	..	11	5	..	..
A Brief Account of the Solar System	2	..	2	..	..	..	..
Select Moral Maxims . . .	2	..	2	..	..	..	..
GOOJRATHEE AND ENGLISH.							
History of England	19	..	16	3	5	..	..
Scholar's Assistant	99	..	37	62	5	..	..
Idiomatical Exercises . . .	..	100	27	73	3	8	..
PERSIAN AND ENGLISH.							
Dictionary	..	5	2	3	7	..	..

APPENDIX K.

DEPOSITORY OF POONA SANSCRIT COLLEGE.

RETURN OF BOOKS ENDING THE 31ST DECEMBER, 1841.

Names of Books.	Number of Copies remaining on the 31st Dec. 1841.	Selling price per Copy.		
		Rs.	As.	Ps
Bukhur or the History of the Murathas.	7	6		
Esop Neetee, (Esop's Fables.)	1962	1	8	
Shiksha Mala, 2d Volume	14	10	8	
Neetee Durpun, (Balbodh).	445		8	
Neetee Durpun, (Moree)	171		8	
Neetee Kutha, (Balbodh).	507		4	
Balopdesh Kutha, (Balbodh)	750		3	
Balbodh Goshti, (Balbodh)	789		6	
Yatre Kuroocha, Wrutant.	498		4	
Lughoo Hitopdesh, (Balbodh)	850		3	
Bhoogal Widya, (Balbodh)	640		3	
Bal Wyakurun, (Balbodh).	393		3	
Dadobha Pandoorung's, Grammar.	9	3		
Watsurachee Gosht, (Balbodh).	618		3	
Jagti Jot, (Balbodh)	1381		4	
Buethuk Chauree Dialogues on the improvement of the People, (Balbodh)	661		2	
Muratha Atlas.	3	1	8	
Shiddhant Shiromuni Prukash.	4	1	8	
Lilawutee, (Sanscrit.)	94	1	8	
Beej Gunit, (Sanscrit.)	94	2		
Kshetru Tutwu Deepika, (Sanscrit.)	8	2		
Wyuwuhar Muyookh, (Sanscrit.)	6	5		
Punchopakhyan.	16	3		
Sinwhasun Buteesee	6	3		

Names of Books.	Number of Copies remaining on the 31st Dec. 1841.	Selling price per Copy.		
		Rs.	As.	Ps.
Vidoor Neetee	3	3		
Hall's English and Muratha Grammar.	4	3		
Tables of Logarithms	5		4	
Shala Pudhutee.	1		2	
Unk Pare.	1		1	
Wurn Mala.	33	12		
Notices about Sugar Cane, (Moree.)	135		1	
Lughoo Hitopdesh, (Balbodh and Moree.)	1233		3	
Junawurachen Wurnun, (Moree.)	1179		4	
Jagti Jot, (Moree.)	1087		4	
Unk Gunit, (Poornank).	1558		10	
Unk Gunit, (Upoornank)	1857		12	
Maharashtru Deshachen Wurnun, (Balbodh).	477		5	
Instructions for rearing Silk Worms, &c. (Moree)	233		1	
Alsee Dewalkhor yans Oopdesh, (Balbodh)	1960		1	6
Roopawulee, (Sanscrit.)	351		2	6
Sumuschukru (Sanscrit.)	351		1	6
Dhatoo Roopawulee, (Sanscrit).	392		3	
Kridant, (Sanscrit).	394		1	
Rughoo Wunsh, 2d Surg with Teeka, (Sanscrit)	134		5	
Rughoo Wunsh, 3d Surg with Teeka, (Sanscrit.)	167		5	
Rughoo Wunsh, 4th Surg with Teeka, (Sanscrit)	161		3	
Rules for Holidays.	66		6	
Kitta, (Moree.)	67		9	
Tadhit Kulp.	487		3	

00133307

Digitized with financial assistance from
Government of Maharashtra
on 24 February, 2020